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ABSTRACT

The Catalyst Training Package was developed by project On The Other Hand, a 16-month project which used two rural Vermont high school districts to field test materials focused on educating youth to reach their full potential, and the roles of men and women in society. Three basic strategies were used to improve educational equity in rural high schools: community organization, peer leadership development, and networking. Community residents, school staff, and students in the rural school systems were recruited and trained with three separate training groups being organized in each school. Although trained separately, all three groups met together regularly as a large network responsible for the development of action plans, each directed at changing or improving some condition of the school system which would create or enhance equal opportunities for female and male high school students. The resultant materials are suitable for use by social service agencies, high school personnel, parent-teacher organizations, etc., with project facilitators being crucial to program success. The "Facilitators Guide" focuses on facilitators, students, community members, school staff, networking, and evaluation. The "Curriculum Training Manual" introduces the curriculum and provides materials for 20 sessions over a 15-week period. An appendix provides a glossary, sample forms, etc. (BRR)

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THE CATALYST TRAINING PACKAGE:
INCREASING OPTIONS FOR RURAL YOUTH

Facilitator's Guide and Curriculum Manual

Written by

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Ned Strauss

Edited by

Claudia Jacobs

OCT 1982
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PREFACE

The Facilitator's Guide and Curriculum Manual that make up the Catalyst Training Package were developed by a project, On the Other Hand (OTOH), of the Washington County Youth Service Bureau, Inc. OTOH was a sixteen-month project supported by funds made available from the Women's Educational Equity Act, sponsored by the U.S. Department of Education.

The information and curriculum appearing in this package were developed by a combined youth and adult staff from the Youth Service Bureau, a private nonprofit social service organization in Montpelier, Vermont.

The OTOH staff was allowed to operate in two high school districts to field test proposed ideas for the training package, after receiving approval from school boards and administrations. They organized teachers, parents, community people, and students from two geographic areas in Vermont to participate in the project which resulted in these materials.

The premises behind the OTOH project were: (a) that options and choices for young rural women are not abundant; (b) that rural men and women are more bound by traditional sex-role expectations than their counterparts in urbanized areas; (c) that the rural value structure supports sex-role distinctions for reasons which are both functional and dysfunctional to individuals; (d) that one way to effect change is to do so through a group of people representing different perspectives of the school system, trained to advocate educational equity; and (e) that students trained in helping skills and peer leadership can have a positive impact on other students.

Three basic strategies were used as a means to improve educational equity in rural high schools: community organization, peer leadership development, and networking.

The project began by recruiting and training community residents, school staff, and students in two rural school systems. Three separate training groups were organized in each school. People in these groups were brought together regularly to form one larger group, which became the network. Participants in both geographic sites received similar training. After training was completed, participants made suggestions and comments which were used in revising the training materials to improve the package for use in other rural areas.

These materials were developed in rural settings and are for use by others who live in small towns and rural areas of the United States. In designing and writing these materials, the authors were acutely aware of the fact that the program has proved itself in one type of setting, but not in others.

Materials that are developed in urban areas inevitably appear all over the country with an assumption that they are universally applicable. These authors make no such claim. This program was field tested in an area where traditional values regarding men's and women's roles are firmly fixed. In addition to cultural differences, climate and geography were often barriers to getting people together, but the impact of natural forces, including seasons and the tasks that people need to perform for survival in rural areas, also figured into the flow of the project. The new consciousness regarding women's issues was still in its early developmental stages in the field-test sites. Rural isolation was an important force which worked in favor of motivating people to get together to share things about their lives in an open and straightforward manner. Knowledge of the above and other factors dictated the pace and approaches used in achieving educational equity.

The foundation of the training design is the creation of an opportunity to share hopes, aspirations, doubts, and fears. This process occurred between people who often operate separately from one another in school systems--young and old, male and female, parent and teacher, administrator and student. The Catalyst Training Package will produce a group of people with knowledge and skills who can bring about change in their high schools.

It is our assumption that increasing contact among people leads to greater understanding and support for individual needs. If it turns out to be true in your use of these materials, you may also find that empathy between men and women increases. When this happens, attitudinal change can occur, and the initiation of more equitable ways of educating high school students is then possible.

This training package will help create an atmosphere of curiosity and exploration while training people to be advocates for desired change. It will provide a structure for people in rural areas to effectively struggle with the changing expectations for young women and men in today's society.

These materials are suitable for use by social service agencies that have an interest in working within high schools. They also may be used directly by high school teachers, administrators, guidance counselors, parent-teacher organizations, school boards, governor's commissions, student organizations, and university graduate programs.

The materials should be used by those who are interested in increasing communications between people, in promoting a higher degree of rural community involvement in the schools, in creating access to meaningful roles for students in high schools, and in promoting educational equity for young women and men.

Finally, these materials would not have been produced without the support, involvement, and sanction received from school boards, school administrators, staff, parents, and students of Harwood Union High School, Moretown, Vermont, and Milton High School, Milton, Vermont.

FACILITATOR'S GUIDE

CHAPTER I

INTRODUCTION

The Catalyst Training Package is made up of a Facilitator's Guide and a Curriculum Manual. "Catalyst" is the name given to the program used to train rural high school students, high school staff, and community residents for social change activities related to the creation of equality for high school women and men. The Catalyst Training Package uses a main training curriculum for students which is adapted in the curriculum manual for two other tracts of separate training sessions, one for school staff and one for community members. The idea behind the program is to conduct separate human relations and skills training for the three groups of people named above: students, school staff, and community members. Although each group is trained separately, all three groups meet together regularly as a large network. This network is responsible for the development of action plans, each directed at changing or improving some condition of the school system. The improvements that the program suggests making in the high school focus on creating equal opportunities for female and male high school students. Throughout these materials, equal opportunity in the high school is referred to as educational equity.

Project facilitators are crucial to the success of the program. It is they who plan, organize, and deliver the training package. Not only must they take what is written in the materials and present it to three training groups, but they also must adapt the materials to make them more relevant to the local community in which the program is taking place.

The facilitators are involved in the program prior to the beginning of the actual training process. In the pre-training phase of the program, either the facilitators are chosen to run the project by someone other than themselves, or the facilitators choose to sponsor the project on their own. If the latter is true, the facilitators must work to gain acceptance for the program in the high school and community. In this case, diplomatic skills are necessary. Any project proposing to change the same system as the project wishes to operate within raises a sensitive issue among those who presently administer the system. Thus, school board members or school administrators must be presented with the positive aspects of the program. At the same time, while showing the project from its best profile, the facilitators should be straightforward about the nature of the materials in order to give a realistic appraisal of problems school administrators may have to face. Besides being diplomatic, the facilitators must be well organized and able to coordinate activities.

After the school system accepts the project, facilitators will be providing education to the school and community about the program in order to recruit a balanced number of participants to fill slots in the three training groups. Public education activities such as presentations and leaflets should be well planned. Personal contacts with potential participants should be made as often as possible. Selection of the high school students should be coordinated with the guidance or teaching staff. Decisions about the criteria for the selection of participants will have to be made in advance by the facilitators. When the selection of participants is completed, orientation meetings about the program should be held. At that time, scheduling issues, transportation, and other logistics can be discussed and finalized. An informational meeting similar to the orientation meeting should be held for parents of the students selected. This will open up communication lines between parents and facilitators. If there are concerns from parents, these can be brought directly to the facilitators rather than routed through the principal or a school board member.

A good pre-training phase is one which includes approval by the school for the program and is followed by a strong recruitment process which educates the public as well as attracts participants. Allow ample time for this phase to occur. One or two months may be needed. Allow even more time to compensate for the fact that things always take longer than imagined! After participants are selected who reflect a balance of the types of people available (this is discussed in each chapter of the Facilitator's Guide), the initial phase is completed.

The facilitators have finally made it into the training phase of the project. It is in this phase that the three sections of trainees receive instruction, separately in their peer training groups and together in networking sessions. In addition to regular training meetings, two weekend retreats are also outlined in the Curriculum Manual.

Facilitators should take care in preparing for each training session, noting the necessary materials to bring to the session. Some sessions require the duplication of lists developed in the previous session, felt-tipped markers, flip charts, or chalkboards. The facilitators should notice the homework section in the Curriculum Manual, which lists items needed for the next session.

Facilitators should also be careful to coordinate and schedule sessions so that the greatest number of people can attend. Sensitivity to weather conditions, child-care needs, and the individual pace of participants is suggested. Facilitators will encounter disappointments during this phase. There will be people who stop showing up because the program does not meet their expectations. There will be people who miss sessions because of other obligations. Group composition may change frequently. One training group may be more enthusiastic than another. Adults and young adults may have difficulty seeing themselves as equal participants in the program. The facilitators should consult frequently with skilled professionals available to examine the effects of these and other issues. It is important for the facilitators to take care of themselves, as well as the trainees, during this process.

It is in the training phase that the facilitators establish themselves as training group leaders. Thus, they should make a point of knowing what agencies and organizations exist in the community. People will inevitably use the facilitators as an information and referral resource. As the training sessions continue, and as the groups formulate plans for activities as well as action plans for improving educational equity, the facilitators will gradually transfer leadership to group members. Letting go of the control of the program by strengthening the capacity of group members to assume this role is an indicator of successful performance on the part of the facilitators.

The tasks that facilitators perform require a variety of skills. These qualifications are discussed further in Chapter II of the Facilitator's Guide. Due to the myriad skills required, one facilitator works best in tandem with another facilitator, so that feedback and moral support are regular parts of the working day.

Even though internal support is provided by working with a co-facilitator, there will be days when facilitators make critical mistakes. One (or both) may experience having put a foot in his or her mouth with a school board member. Perhaps the incident causing repercussions will be a sexuality session which offends one of the parents of a student trainee. Student drinking might occur on a weekend retreat. The facilitators should develop ways of dealing with mistakes before they are made. No program will operate smoothly all of the time. The authors can just about guarantee users of the materials that something will go wrong! Instead of preparing a perfect program, the facilitators should prepare a variety of strategies for correcting mistakes.

Possibly the kinds of things that happen in the community during the program would happen anyway. But the program does increase the speed at which change happens by bringing people into intimate contact with others with whom they have had little contact previously. A coalition, or power base, is formed as a result of the shared experience of training and planning.

These materials focus on two issues which affect all of us: educating youth to reach their full potential, and the roles of men and women in our society. Conflicts are bound to occur because of differing philosophies of education and differing participants' views of the roles of men and women. The facilitators must recognize that although they have not created these issues, it is their role to move the group through the process of self-awareness, identification of issues, assessment, planning, and action. To do this, the facilitators must have a perspective that includes a vision of the beginning, the middle, and the end of the process, as well as a keen sense of what the present situation is. They should avoid becoming stuck in the individual personal dramas that the training program may, in fact, generate. It is important for the facilitators to care about the people involved, but they should focus on getting the groups to a point at which they are able to take a critical look at their community and high school. That is, the facilitators should be able to attain the goal of the program--to provide opportunities for young people of both sexes to experience equity in the educational process--while also attending to the personal needs of program participants.

The authors would like to take this opportunity to wish the users and facilitators of the Catalyst Training Package success in utilizing these materials.

The Catalyst Progressions:
Pre-semester, Semester, and Post-semester

I. PRE-TRAINING PERIOD

- A. Deciding to sponsor the project (moment of enlightenment)

- B. Seeking approval from the high school (0-6 weeks)

    1. Obtaining approval from the school board
    2. Obtaining approval from the school administration

- C. Recruiting high school students, high school staff, and community members (1-2 months)

    1. Presenting the project at community meetings
        - a. Church groups
        - b. Home demonstration groups
        - c. Social service agencies
        - d. Law enforcement agencies
        - e. Extension service agencies
        - f. Governor's commission on children and youth
        - g. Governor's commission on the status of women
    2. Distributing literature and publicizing the project
        - a. Handouts
        - b. Flyers
        - c. Media coverage
    3. Presenting the project at student assemblies and classes, using visual aids such as posters
    4. Presenting the project at faculty meetings
    5. Presenting the project at parent-teacher organization meetings
    6. Making personal contacts with school staff such as nurses, librarians, clerical workers, custodians, substitute teachers, and bus drivers
    7. Making personal contacts and having interviews with interested persons from the above organizations and activities
    8. Holding informational meetings for the parents of student participants
    9. Selecting members for the three training groups

II. TRAINING PERIOD

- A. Conducting curriculum training (15 weeks--approximately one semester)

    1. Week 1: Beginning the school staff group meetings
    2. Week 2: Beginning the community members group meetings
    3. Week 3: Beginning the high school students group meetings

    (Note: Having the adult groups begin their meetings before the student group begins allows the school staff and community members to preview the curriculum and perhaps make suggestions about its applicability for the student group. It also gives the adult groups more time to get acquainted, since they do not see one another as often as students in school see one another.)

4. Forming a network steering committee
    a. Composed of two members each from the student, school staff, and community members groups, as well as one or both of the facilitators
    b. Providing, through regular meetings, coordination, advice, and feedback to the facilitators
5. Insuring that curriculum training is ongoing
    a. Through weekly meetings of each training group
    b. Through network meetings, weekend retreats, and potluck dinners

B. Developing action plans (ongoing within the project's semester training)

1. Holding regularly scheduled meetings of the network to decide how educational equity and other school issues can be improved by specific network activities

III. POST-TRAINING PERIOD

A. Implementing action plans: post-training activities (time depending on in which semester the project's training curriculum was implemented)
1. During the second semester of the school year, or
2. During the summer

B. Conducting activities sponsored by individual training groups (following are suggested examples)
1. The student group sponsoring a Big Brother/Big Sister program for entering seventh (or ninth) graders
2. The community members group sponsoring a Sadie Hawkins dance to raise money for the high school women's basketball team
3. The faculty members integrating the project's curriculum into an ongoing school class

CHAPTER II

FACILITATORS

The primary responsibility of the facilitators will be to train three groups of people, using the Curriculum Manual. The three training groups consist of (a) high school students, (b) high school staff, and (c) community members from localities which are included in the school district. It is the responsibility of the facilitators to adapt the curriculum--that is, to use what is valuable and appropriate for the specific community in which the training is occurring--as well as to supplement the curriculum with new and additional items.

The training curriculum is designed to be carried out by at least two facilitators. During the field test of the materials contained in the training package, eight high school students were hired as staff research assistants to complement adult facilitators. The student assistants were valuable because they added the perspective of youth to all planning and training activities that went into producing these materials. This was very helpful in making the project relevant to the needs of young people in the project.

The recommended staffing pattern includes one or two student assistants for each adult facilitator in the program. An additional benefit in using students as staff is that students receive valuable on-the-job training as they practice being group leaders.

RECOMMENDED GUIDELINES

The following guidelines for both student and adult facilitators are recommended:

1. That there be one female and one male facilitator if two facilitators will be conducting training. (If two student assistants are chosen, this guideline should also be followed.) This provides both female and male viewpoints on all subjects, as well as both female and male role models for trainees.

2. That the role of student assistants be explained clearly to everyone involved at the start of the training program.

3. That the student assistants be paid through a youth work-experience or work-study arrangement when possible, or that they receive academic credit for their work.

4. That the facilitators decide on criteria for the selection of student assistants that meet with the approval of the high school, as well as decide on the length of time the students are to function in this role. (An alternative to appointing permanent student assistants is to rotate this role.)

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5. That the facilitators be persons who are energetic and well organized, and who realistically have the time to prepare and lead the training sessions outlined in the Curriculum Manual.

6. That the school administration be involved directly in the project, whether through selecting facilitators or being approached frequently for their suggestions and advice.

7. That, whenever possible, incentives be available for participants--e.g., academic credit for students, continuing education credits for faculty.

8. That facilitators read through the complete training package carefully and be thoroughly familiar with the goals of the program and the specific training curriculum.

9. That facilitators plan for changes in the training curriculum as needed to make the training more relevant to and appropriate for their school and community.

10. That facilitators have a working knowledge of community resources. This will be important when facilitators bring in supplementary speakers, as well as when they prepare for their role as information and referral sources. That role inevitably is assumed in rural communities when a person becomes identified as a "human services trainer."

11. That facilitators be people who can:
    - encourage people to feel comfortable in group settings
    - bring out as many varying viewpoints on a particular issue as possible
    - speak briefly, but effectively, while encouraging participation from others who might be shy
    - provide both task ("get the job done") and socio-emotional (checking out how everyone is feeling) leadership.

12. That facilitators be persons talented and trained in human relations, group process, and community organization. Some participants may have greater difficulty in expressing feelings. In such activities participation should be optional.

13. That facilitators be willing to supplement their previous training and experience with a thorough study of the complete training package and the list of suggested readings which appears in these materials.

14. That facilitators be willing to allow the student assistants to run solo rap groups or workshops, either after the formal curriculum is completed or concurrently with the fifteen-week training period.

CHAPTER III

STUDENTS

This chapter of the Facilitator's Guide will outline those points which the authors feel are critical to the implementation of the student component of the training program. These points are intended to complement those found in the Curriculum Manual.

TRAINING GOALS

Parents and teachers know very well that the behaviors, values, and attitudes of young people are profoundly influenced by peer interaction and pressure. The student training curriculum is a way to channel the tremendous power inherent in teen peer groups toward health and constructive avenues, by imparting accurate information in an intimate setting.

As stated by a high school student, "Students are always giving each other information and advice. Wouldn't it be nice if the information were accurate and the advice helpful?"

The student training program accepts the following underlying beliefs:

1. That young people, both males and females, can be responsible, capable, and contributing members of society.
2. That young people will often listen to and be influenced by their peers rather than adults (either because they fear possible consequences from adults or because they doubt the ability of many adults to understand and empathize with their feelings and concerns).
3. That as young people better understand themselves and others, they will have a better chance of reaching their potential.
4. That helping high school students become more aware of the impact that sex-role stereotypes have on them will expand their options in life.
5. That incorporating trained adults as support people within the project will increase the acceptance of student-developed projects, as well as encouraging new levels of communication between the students and adults involved.

Topics covered in the student training curriculum include warm-up exercises; group dynamics; problem solving and decision making; examination of sex-role stereotyping and sex bias in schools; health and well-being; non-sexist career planning; drug and alcohol use and abuse; human sexuality, physiology and anatomy; values and attitudes; listening skills; community referral resources; and Title IX.

There are a number of projects students might initiate as a result of their training. These include:

1. A Big Sister/Big Brother program: Students are paired with new and younger students. The trained student acts as a guide, special friend or confidante and provides a sensitive, supportive, and empathetic ear when needed. This could be integrated into the school by linking it with an existing program, such as junior high guidance orientation.

2. A peer advising program: A designated area or office within the school becomes a student resource center. Here peer advisors provide information and support to other students on a one-to-one basis or in groups.

3. Student education project: Students make presentations to assemblies or classes on subjects of current interest and concern, or they sponsor workshops with themselves or guests as workshop leaders.

4. Youths tutoring youths: Here older students tutor elementary and junior high students on a one-to-one basis.

5. Referral services for faculty and/or parents: Students serve as a resource for adults who want input on their problems with adolescents.

6. Community agency linkage: Students are available as resources for youth bureaus, police departments, or social service agencies.

The student training curriculum is divided into sixteen sessions and four joint network meetings. This should fit into most standard high school semesters, leaving time at the end for evaluation, review, etc. In addition to eighteen sessions of weekly training, the curriculum calls for a two-day and two-night retreat near the start of the training cycle and a similar retreat toward the end of the training cycle. These retreats serve several important functions within the training design. Aside from the topics covered during the "learning" or "work" portions of the retreats, the camaraderie which develops during relaxing or "play" time is invaluable to the entire training process.

PARTICIPANT DESCRIPTION

Student trainees should be chosen carefully, with the following points kept in mind:

1. Trainees should be representative of a cross section of student body "factions" (greasers, jocks, voc-ed students, college-bound students, cheerleaders, townies, street kids, etc.). Both academically successful and less successful students should be included.

2. The trainee group should be as close to half male and half female as possible. One of the primary goals is the creation of mutual understanding between the sexes, which can best be done in a balanced male-female setting.

3. The group should number from eight to eighteen trainees, depending upon the available space and the number of facilitators. A larger group will inhibit interaction, whereas a smaller group will curtail the potentially broad impact trained students can have on others (snowballing).

4. Trainees should be largely from the ninth, tenth, and eleventh grades. This will insure that a large portion of trained students will remain in school for at least one year after they are trained.

5. It is preferable not to have best friends, couples, or brothers and sisters in the same training groups. Such separation allows each person a better chance to develop new relationships.

6. The group of students selected to participate in the program should reflect a diversity in age, grade level, and personality type. Students will generally choose friends with characteristics similar to their own. Having as many different "types" represented in the training groups as possible allows trained students to have a greater impact on all parts of the student body.

RECRUITMENT

It is very important to make a presentation about the program to the entire faculty as well as to the students. During that process, faculty should be encouraged to participate in the school training group (see Chapter IV).

Student trainees should be chosen after sufficient publicity has been presented to the entire student body. It works well to have the facilitators and student assistants make a short presentation in each English class (because most students take English) or in the study hall, outlining the program and inviting interested students to an afternoon orientation meeting. As an alternative, the presentation could be made to a school-wide assembly.

At the student orientation meeting, facilitators should give a more in-depth description of the proposed student curriculum and possible projects which could come out of the training. They should also stress the demanding aspects of the curriculum, as well as the responsibilities of becoming student leaders in programs after training. After that meeting, those students who are still interested in the student training should put their names on a sign-up sheet. This final step of selecting student participants with the support and sanction of a group inside the school system becomes especially important if an outside organization or agency is sponsoring the program.

TRAINING PARAMETERS

The student curriculum is not a means for students to learn sophisticated and complex counseling techniques to practice on their contemporaries. It is a means by which young people are encouraged and trained to:

- examine their own interpersonal relationships
- look inside themselves in new ways
- learn facts (and discuss common myths) about youth-related issues
- become proficient in the basic art of understanding, communicating with, and helping their peers
- understand their potential as young men and young women.

The student curriculum training should begin soon after the trainees are selected. Whenever possible, the course should be viewed by program participants and staff as an academic class, not as an extra-curricular activity.

All training curriculums and materials should be reviewed by a network steering committee (see Chapter VI) prior to being presented in a training session. When sensitive issues come up, people can discuss and review any complaints with this representative group. Steering committee review can also prevent sensitive issues from arising.

THINGS TO REMEMBER

The issues of sex-role stereotyping and sex-related biases underlie many adolescent concerns (social life, sports, career planning, family relationships) and are addressed in many of the training sessions in various ways. It is important that the student training not appear to the school population as a program for only girls, or for boys who aren't tough. It may be difficult to interest certain male students in a human relations program. A special effort should be made to put together a heterogeneous training group so that subsequent groups will not be influenced by an initial composition of trainees who are heavily weighted in one direction.

The student training curriculum works best when academic credit is granted. If the student training curriculum is set up as an ongoing elective, scheduling difficulties are, of course, decreased. If it is offered as an extra within the regular school day, a rotating time slot is suggested as follows:

- Each session will last three hours
- Sessions will be held once a week, on the same day, for fifteen consecutive weeks
- The first week's session will be from 8-11 a.m., the second week's session will be from 11 a.m.-2 p.m., the third week's session will be from 2-5 p.m., the fourth week's session will be from 8-11 a.m.
- Each session will be evaluated by participants (using the training session evaluation form found on p. 45).

> This schedule insures that students will miss any given class only once each three weeks. If students do begin to fall behind in academic classwork, it is useful for other trainees (students and adults) to act as tutors or support people. This increases the solidarity of the group and, of course, allows the student to continue in the training program. Experience has shown that if the student training is offered as an after-school activity, its chances for success are greatly reduced.

During training sessions, it is helpful for facilitators to approach each topic from two vantage points. The first is that each topic has relevant facts and information which should be presented--through lectures, handouts, movies, recommended readings, or any combination thereof. The second vantage point encompasses the feelings, or affects, associated with the human relations topics covered in training. Enough time should be reserved (either during or immediately following each session) to "process" participant reactions. This gives every participant a chance to verbalize feelings, opinions, and questions. Processing can also occur between facilitators and participants. Times should be arranged for processing to occur.

An "interest survey" should be implanted school-wide to identify topics or issues of concern to students and staff. A suggestion sheet or questionnaire to be distributed and collected could be made up. Student trainees could research frequently mentioned topics and possibly could recruit expert guest speakers as a result. Student-sponsored workshops could be developed for presentation to interested students, teachers, and community members.

Parents of student participants should be contacted for permission to have their son/daughter participate in the course. An introductory meeting for parents should be held to explain the program. Some facilitators may choose to report to parents on student progress at regular intervals. Facilitators should be careful to clearly explain what the sensitive areas of the curriculum are, and the reasons for covering them.

CHAPTER IV

COMMUNITY MEMBERS

TRAINING GOALS

Although the influence young people have upon one another is quite strong, there is no need to understate the fact that adults exert power and maintain significance in the lives of adolescents.

The community member component of the training program is designed to increase the positive effect that adults can have on young people. The addition of adults to the program's network will add the special insights and skills which grown-ups have by virtue of their age, experience, education, and perspective.

Participants who are community members will receive training similar to that for the students and school staff. This will allow community members to act as

- supervisory/support staff for student-created projects such as Big Brother/Big Sister or peer advising
- advocates within the community-at-large for the achievement of educational equity in the high school.

The community group will undergo a modified sixteen-week training course. The Curriculum Manual includes training that will help achieve competence by community participants in the following nine areas:

1. familiarity with school policies, procedures, and regulations (including attendance at one or two school board meetings)
2. acquaintance and empathy with student perspectives on adolescent issues
3. supervisory skills training
4. knowledge of community resources (referral sources)
5. self-awareness about values and attitudes, especially as they differ from current youth values and attitudes
6. overview of the community (history, population, economics, activities, recreation, etc.)
7. practice in basic interpersonal skills (listening, responding, and problem solving)
8. joint problem solving with student and school staff groups
9. social action.

PARTICIPANT DESCRIPTION

Participants in the community group should include adult residents who represent a cross section of the community in regard to level of education, level of community involvement, and profession. Again, a mixture of male and female participants will add balance to the group. Male participants

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may be more difficult to attract to the group. If facilitators can recruit only women initially, they should keep trying to involve men, but should continue the program with whoever shows interest. Community trainees can be adults who are:

- single
- married without children
- married with children (in or out of school)
- parents of student trainees
- business people
- clergy
- town officials or employees
- industrial workers
- school board members
- human service workers
- doctors, nurses, other health professionals
- homemakers

There are definite advantages to having a diverse mixture of participants. It gives people a social reason for attending--e.g., to meet new people. Also, a group made up of a cross section of the population establishes a broader power base. In a small community there is a greater chance that someone in the group will know just the person your group needs to influence. Each member will have contacts with groups of people that others do not have. Consequently, community organization tasks will flow naturally. For example, the church, a powerful influence in most rural communities, can be wooed by your clergy representative; a human service worker can enlist social and community agency support; a town official has her/his constituency; and a homemaker may be able to enlist the support of members of a home demonstration group. Together these groups can form powerful ad hoc lobbies as they attempt to influence school policy on issues where equal opportunities are in question.

RECRUITMENT

Identifying and recruiting individuals who have the time and energy to commit to the program may not be as difficult as one might anticipate. In the field-test phase of developing the Curriculum Manual, there was an increasing concern (especially on the part of parents) that school and community were losing the ability to provide children with a high quality of life.

The process of the identification and recruitment of a community training group begins at the high school. Just talking to students, faculty, and staff is the first way to obtain suggestions for potential participants. This should be followed by personally contacting those people who are repeatedly recommended. To augment this type of informal recruitment process, presentations should be given at church groups, social and service clubs, parent-teacher organizations, etc. Articles written for local newspapers describing the program is another way to solicit participants. Want ads and radio announcements, as well as notices sent home to parents--all coordinated and managed in a timely fashion--serve as excellent vehicles for both recruiting participants and educating the general public. Public knowledge of and familiarity with the project helps to dissipate some of the resentment that may be generated when a new project involves only a limited number of people.

In each verbal or written presentation it should be clearly mentioned that an introductory meeting will be held at a set time and place for any individual who thinks she/he might be interested in working with the project. At this orientation meeting an in-depth project description should be presented, including overall project goals and an outline of specific roles for community participants. Sufficient time should always be allotted for question and answer periods. At the conclusion of any meeting held, a list should be compiled of the names, addresses, occupations, and telephone numbers of interested people. Through mailings or phone calls, contacts with interested community persons can be made. Selecting a balanced group can occur after informal interviews or discussions are held with the persons interested. If you expect to be able to train only a limited number of people, make the public aware of your selection criteria. Also, set up some alternatives (later training opportunities, meetings, mini-workshops, etc.) for highly interested or motivated people that you cannot accommodate in your participant group. It is important for your support base in the community, as well as a responsibility that you have as a community change agent, to provide an access to community participation for persons who express interest as a result of activities you have generated.

TRAINING PARAMETERS

Be aware of the practical limitations involved in training a group of community adults. These factors include:

- employment hours
- family commitments (mealtimes, child care, etc.)
- travel (availability of transportation, time, and expense)
- the extent to which the trainees have previously been involved with adolescents and how much they need to learn about teenagers (adolescent development, adolescent values)
- attitudes which favor the status quo
- the rigidity of institutions and general citizen resistance to mobilizing for changing conditions that seem overwhelming.

These and other factors must be taken into account. Each issue above must be examined in light of each participant. Devising strategies to overcome each barrier you identify is an important process. The littlest and simplest issue can be an effective barrier to group spirit, and thus can retard the achievement of stated goals. Be as careful and meticulous as you can with scheduling group follow-up.

A limiting factor in community training is the short time frame available for training sessions. Instead of forty-five actual hours, as set aside for students, it is more realistic to plan activities for twenty-four to thirty hours. Evening or weekend workshops after the formal training period is over are possible to cover subjects you may have to skip in the curriculum. It is helpful to begin adult community training slightly before that for the student group, so that a support base for students is created.

Adults may take longer to form a cohesive group because of their more sophisticated defense mechanisms. If you can, give them a head start!

THINGS TO REMEMBER

When you are describing the program, be sure to describe rewards as well as liabilities for anyone volunteering to participate in the program's network as an adult community member. Some rewards include:

- up-to-date information regarding issues of concern to most parents and children
- unique relationships and interactions with young people and school personnel
- the acquisition of skills in human relations which can affect all aspects of one's life
- a chance to participate in the creation of school programs and policies
- a chance to explore participants' own lives in terms of changing roles for women and men.

It is helpful to have funds to use for the network. Fund-raising dinners, bake sales, square dances, and events with a theme can provide the group with money to sponsor activities, as well as educate the public. This is an important aspect in making the project visible. In small towns and rural areas these activities can also serve a primary social function.

Giving adult participants meaningful roles in the training is an important factor in encouraging commitment and involvement with the group. Rotating leadership for exercises, activities, or discussions and involving participants in program development are ways to utilize the skills of your group members. Make an early point of finding out what the personal interests and skills of your group members are, and then creatively find ways to use them.

CHAPTER V

SCHOOL STAFF

TRAINING GOALS

The influence that high school staff have over young people is at times as powerful as the influence that their parents have. Students are in contact with staff for a large portion of their waking hours. Many school personnel interact with their students in thoughtful and positive ways, while others maintain as much emotional distance as they can. Each of these roles has its respective effect upon students. A teacher may play a significant role in a young person's life. The impact may be detrimental or beneficial.

The school staff component of the training program encourages relationships among school staff, students, and parents. The types of bonding which can develop within the network are over and above day-to-day contacts which may already be experienced by students, staff, and parents.

As is true in the community members group, the school staff participants will go through a modified student training program. The course curriculum follows the same outline as that for the student training. Each topic is viewed and discussed in the context of school staff members.

The school staff group will basically provide the same functions as those of the community members group. School staff will serve as individual support people for the student participants, as well as project advisors for any projects the students design and implement.

School staff can pave the way for student projects such as peer advising or obtaining more financing for young women's athletics. Teachers, for example, can act as program and student advocates at faculty meetings, informally (in the teachers' lounge), and at school board meetings.

PARTICIPANT DESCRIPTION

The school staff participant group should also be representative of a cross section of people. If possible, men and women, experienced and newer staff, liberals and conservatives, should be represented. School staff group members should be drawn from the following six groups:

1. teaching staff (including substitutes)
2. guidance staff
3. administrative staff
4. maintenance and secretarial staff
5. library staff
6. health staff (nurses).

RECRUITMENT

School staff recruitment can be done informally through personal contacts, and more formally through presentations at faculty meetings. Be sure that the non-teaching staff become aware of the program, because such persons are not present at teachers' meetings.

TRAINING PARAMETERS

Many of the same practical considerations experienced by community participants will be shared by the school staff group. Training time may be difficult to schedule if participants have other commitments of a higher priority. Be sure to choose those participants from the school staff who seem willing and able to put the time and energy into the project. Be firm in this notion when you are recruiting members.

To maintain a balanced and effective training group, facilitators will have to define a source of adequate motivation. The participation of faculty and other school staff members should be recognized formally. These people should be compensated in credit and/or in money, and the compensation should be equitable across all groups of participants. Additional motivation can be supplied through the opportunity for socializing provided during training. Encourage regular informal time between structured activities to make sure that people do have the time to make friends.

THINGS TO REMEMBER

It is important that you do not exclude less popular or more conservative personalities from the school staff training group. Doing so would set up the network as an adversary to the status quo elements in the school. It is more important to understand differing perspectives and work those differences out through conflict and confrontation within the group than to create a support group for members who all have the same attitudes and ideas.

Also, if at all possible, make the composition of this group a real mix between faculty and other school staff. Use the program training to bring administrators, teachers, janitors, bus drivers, librarians, and clerical staff together to share ideas. Solutions to problems that are developed among these different groups will be solid, and participants will have the ability to work toward humanizing policies and procedures in your high school. If you can do this, you will have the benefit of a variety of perspectives in the developmental stage, where it is most valuable.

Many times a plan developed by one group will be in direct contradiction of the needs of another group. When the plan becomes public, fighting and/or negotiating will occur. This polarization can create a stalemate. Both groups may gain little or nothing, because the result is having one group's energy used to cancel out another group's activities. When you are dealing with limited amounts of personal energy, you want to be careful not to put the training group members in a position where their energy is wasted or dissipated. Be as careful with the energy of your training group as you would with any other irreplaceable natural resource.

CHAPTER VI

NETWORKING

The purpose of this chapter is to describe how each training group interacts with the other components to form a larger interlocking group, or, as we call it, the network.

The network in the training program is formed in three ways. First, each participant is a member of a smaller group of peers. Students in high school form one group. Employees of the school, such as teachers, clerks, bus drivers, and administrators, form another group. Finally, community residents who may represent such groups as parents, local government officials, or senior citizens form a third group. Each person is trained by the facilitator in his/her own peer group.

Second, each participant is assigned a "buddy" from another group. A student member is paired with a faculty or community member. In programs with equal numbers of participants in each training group, buddies consist of three people, one from each of the three groups.

Third, network meetings--that is, meetings for training or activities which include all three trainee groups--are held once a month. In these meetings, sharing is stressed. Although each trainee group has met separately, all participants have been trained using the same basic curriculum, and thus have ideas and perspectives to share about similar experiences. After ideas are shared and different perspectives revealed, the group is ready to negotiate ideas, discuss feelings, and move on to performing some task. Facilitators must arrange space in the network meetings for discussions of feelings and differences. It is only when all these differences are aired that people will be able to work on a task together.

The task of the network is to formulate goals for itself. Each community in which the training program is used will develop a different set of goals. Some networks may be interested in setting up new programs in the school for educating students. Some networks may wish to assess texts for sex biases. Other networks may want to influence school boards to fund more women's athletic programs. The variety of activities possible is unlimited. The important thing for facilitators to note is that the goals of the network be mutually agreeable to its members, and that the tasks decided on to achieve goals be within the capabilities of the network members.

NETWORKING GOALS

Networking within the training program has three goals:

1. Internal support--to provide each participant with support, encouragement, positive feedback, and a setting in which to discuss ideas and feelings. This is established on three levels.

   a. Each participant is a member of his/her own peer group;

b. Each participant is assigned a buddy from another component group with whom she/he works closely and from whom fresh perspectives and insights might be gained;

c. Each participant attends network meetings (held approximately once per month) where all three trainee groups are fully represented.

2. Outreach (public education)--to publicize the program throughout the community and to provide advocacy where and when needed. This can be done either formally, through student assemblies, church meetings, workshops or forums, faculty meetings, social service clubs, news announcements, and community-wide functions (bazaars, parades, fairs, etc.), or informally, via personal relationships and word-of-mouth. It is the responsibility of each training group to spread the word and respond to questions within its own peer groups outside the network.

3. Social action--to bring about needed institutional change for young women and men. This involves:

   a. Coordinating surveys to assess the needs of students within the school and community;
   b. Making presentations and suggestions for policy changes which can include petitioning town councils for community programs;
   c. Making presentations and suggestions to county and state governmental agencies;
   d. Assessing educational equity within the school system by reviewing textbooks, college and vocational guidance, athletics, vocational courses, and standardized texts.

A network consisting of various groups within a community would not be necessary if everyone already understood and communicated with everyone else well. Participants in the network must strive to communicate with and understand one another's feelings and perspectives before they can work together effectively. They must also interact with other parts of the community so that they will have accurate information about which goals are possible to implement. The network can assess what the community will and will not tolerate.

The people who make up the network must be concerned enough about youth and their community to give up some of their time and energy to change things (and perhaps to change their own attitudes).

THINGS TO REMEMBER

Sample agendas for networking meetings are included in the networking section of the Curriculum Manual. The following are a few salient points that apply to these meetings.

1. They should be held at a time convenient for everyone.
2. Participants should sit so that they mingle with people in other peer groups (the facilitator must provide assistance to insure that this happens).

3. Speeches, lectures, and films should be kept to a minimum.
4. A setting should be created where interaction between members of the three training groups is encouraged.
5. The meetings should be task-oriented so that the network members formulate specific goals to work toward after the training is completed.

CHAPTER VII

EVALUATION

Traditional methods of evaluation do not easily lend themselves to this training program. However, it is valuable to have an ongoing and consistent method of accountability for facilitators and trainees.

The evaluation design for this program focuses on individual growth and change, rather than on measurement against an arbitrary standard of information retention and/or expertise. Although it is the facilitator's responsibility to evaluate each trainee's expertise and knowledge, it is also the trainee's responsibility to evaluate training sessions. The evaluation process need not be intimidating or threatening. Evaluation can and should be viewed by the trainees and facilitators as a tool which can help guide their efforts. The evaluation mechanism should help trainees and facilitators to perform completely and responsibly as network members.

Evaluation is also a political topic. If the training program is seen skeptically by certain persons with authority in the school system, a clear and specific way to describe the progress of each trainee will be helpful to justify the existence of the program. Formal evaluation may also be required if the facilitators arrange to obtain continuing education credit for teachers who participate in the program, or academic credit for student trainees.

The training program evaluation model has been designed to meet the following objectives:

1. To aid and encourage each trainee to learn the information presented;

2. To measure the extent to which each trainee has integrated skills and concepts into his/her life;

3. To evaluate the completeness and relevance of curriculum content, as well as the effectiveness of the facilitator.

Sample evaluation forms and sample take-home exams are included in the Curriculum Manual.

STUDENT EVALUATION

At the start of the training program, a brief written and/or oral pre-evaluation is given individually to each new trainee. The purpose of this pre-evaluation is to obtain a baseline reading of each student's knowledge and attitudes. It is a reference point for the trainee, as well as for the facilitator. This will help to assess the extent of information learned during the training program. The outcome of the pre-evaluation should be a clear and concise statement from the facilitators as to the extent of the student's knowledge and learning needs.

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At the halfway point in the training process (after ten sessions), a second, or mid-term, evaluation is held. This evaluation consists of a take-home exam and a personal interview with each trainee. At the interview, trainees and facilitators work together to identify their strengths and weaknesses regarding all aspects of the training thus far. This process is meant to serve as a guide, helping students to understand and integrate what they have learned.

Throughout the training course, students are asked to keep personal journals, recording their reactions to each session and describing what they have learned. (It should be made clear at the start of training that these journals will be collected and commented upon by facilitators, and used as a part of the evaluation process.)

At the conclusion of the training course, a final comprehensive evaluation (written and oral) is administered individually to each trainee. The purpose of the final evaluation is to measure each trainee's

1. understanding of the basic concept of the training program
2. interpersonal skills
3. familiarity with school and community resources
4. knowledge about educational equity.

The final evaluation is based upon:

1. written or oral exams (including role plays)
2. quizzes (if the facilitators and students feel quizzes would be useful)
3. participation in training sessions
4. journals
5. the facilitator's subjective sense, from observing the student in training and the final interview, of the student's unique role in the network.

It is useful to keep a folder for each student throughout training in which the pre-evaluation, notes, mid-term evaluation, journal, and facilitator's comments are kept.

COMMUNITY MEMBER AND SCHOOL STAFF EVALUATION

School staff and community members involved in the program participate in a similar training program and are evaluated in the same manner as the student trainees. As with evaluations of the student trainees, the adult evaluations are intended to help the facilitators and the trainees keep track of strengths and weaknesses of the sessions and the change in an individual's knowledge base.

The adult evaluations are carried out in an atmosphere of clarification and discussion. These evaluations are intended as guides to help each participant clarify her/his role as a network member.

The nature of the adult evaluations should reflect the specific responsibilities the community members and school staff have as network members.

Evaluation mechanisms consist of an oral and/or written pre-evaluation, a mid-term evaluation, journals, and a final written exam and interview.

As with any of the Catalyst activities, evaluation mechanisms should be changed, adapted, or discontinued if they are not achieving their purpose or if they are causing more harm than good.

FACILITATOR EVALUATION

It is suggested that the facilitators be accountable to a network steering committee. The steering committee should consist of one or two members from each training group (student, school staff, and community). The committee meets monthly with the facilitators and provides advice, feedback, information, and coordination to the facilitators. The group should be formed at the end of the first or second networking session when participants are starting to know each other.

The steering committee can have a standing or rotating membership and can be volunteers or elected representatives.

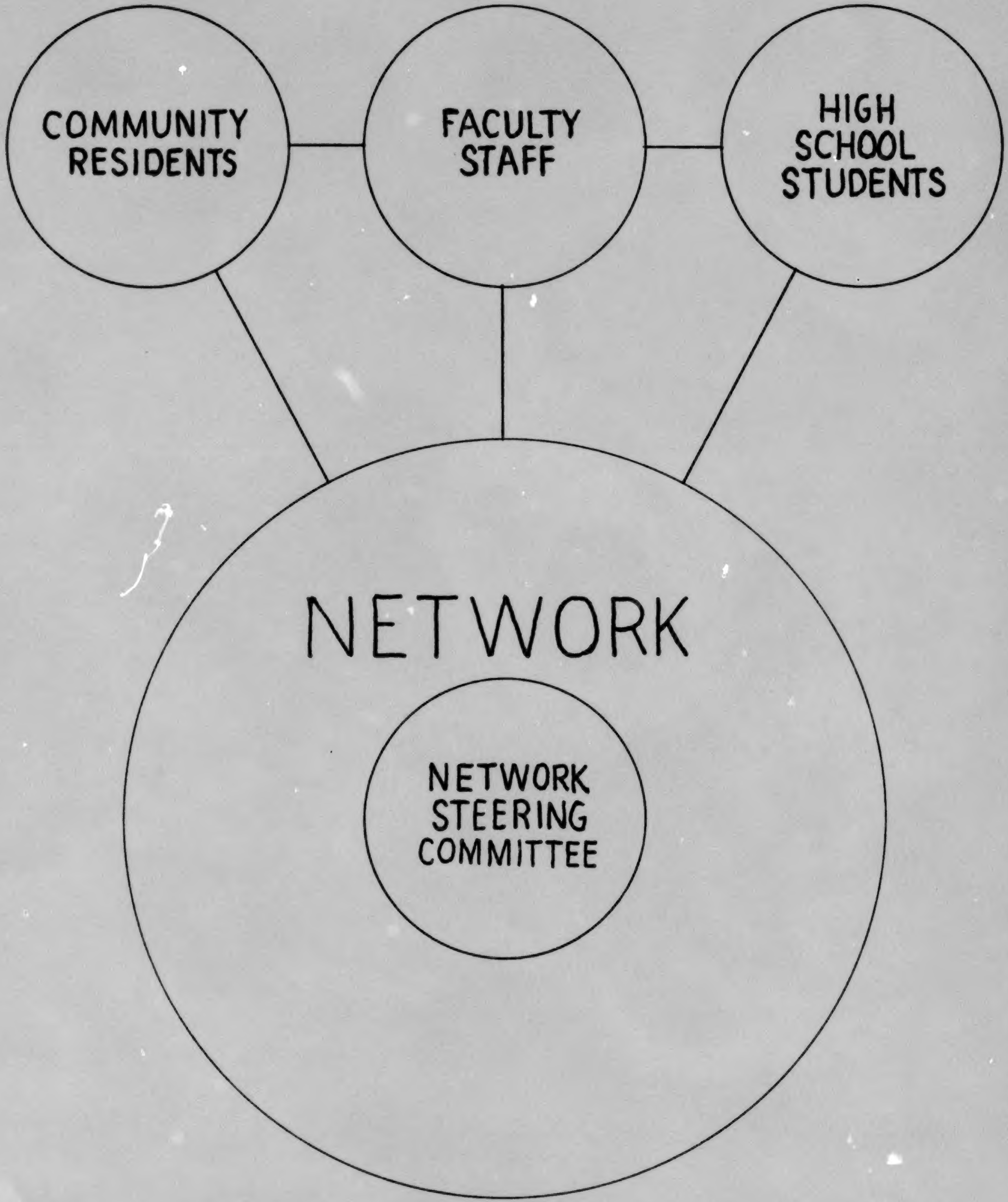
Further along in the group's development, the committee may also wish to act as a decision-making body. It would be the responsibility of the steering committee to establish its own criteria for evaluation of the facilitators. In addition, the facilitators should be evaluated by the network members in one of the following manners:

1. At the end of each training session, evaluation forms are handed out to each trainee. The purpose of these forms is to solicit feedback regarding the effectiveness of the facilitator's presentation, and the relevance of the material presented.

   The form (a sample is included in Session #1, p. 46, of the Curriculum Manual) covers the following points, and should be reproduced and handed out at the end of every session:

   a. amount of new information learned
   b. usefulness of the information presented
   c. interest in information presented
   d. effectiveness of the presentation
   e. degree of participation by the trainee
   f. amount learned about oneself through the presentation.

2. A five- to ten-minute discussion at the end of each session could be held. This discussion would include participants' thoughts about the effectiveness of the session in meeting its goals. Key questions to facilitate this type of discussion appear in the Curriculum Manual.


COMMUNITY RESIDENTS
FACULTY STAFF
HIGH SCHOOL STUDENTS
NETWORK
NETWORK STEERING COMMITTEE

CURRICULUM TRAINING MANUAL

CURRICULUM INTRODUCTION

The Curriculum Manual which follows contains the complete training program for student, school staff, and community member groups, including network meetings and individual training sessions for each group. This is the facilitator's copy, and the curriculum can be implemented without extensive materials.

OBJECTIVES:

Implicit in the design and implementation of the Catalyst Curriculum are the following objectives:

1. to aid the schools, communities, and individuals in the formation of attitudes which reflect and reinforce the idea that young women and men are capable and competent members of a rural society;
2. to provide rural adolescents with access to socially desirable roles in their high schools and communities;
3. to offer both adult and student trainees useful and unique learning/growth experiences which will aid them in reaching their potential;
4. to provide accurate information and dispel myths about a number of adolescent concerns;
5. to examine values and feelings around these issues;
6. to help students and adults become more aware of how sex-role stereotyping and sex biases operating within the school and community can limit youths' choices in life;
7. to reduce sex discrimination in the high school;
8. to help students, faculty, and community members to see each other's perspective on adolescent issues, and to enable them to work together to improve educational opportunities for rural adolescents;
9. to teach basic helping skills.

SKILLS COVERED:

Listed below are some of the skills covered in the curriculum:

1. the ability to evaluate, and be sensitive to, one's own behaviors;
2. the ability to listen to another person, utilizing verbal and non-verbal communication techniques;
3. the ability to respond sensitively to another person's problems and/or feelings;
4. the ability to utilize basic conflict-resolution techniques;
5. the ability to utilize basic problem-solving techniques;
6. the ability to develop alternative action plans, and make appropriate and reponsible decisions, when faced with a problem;
7. the ability to evaluate one's own attitudes about sex roles;
8. the ability to evaluate one's own school system for sex discrimination and bias;
9. the ability to relax and "center" when desired;

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8. the ability to evaluate one's own school system for sex discrimination and bias;
9. the ability to relax and "center" when desired;
10. the ability to initiate change strategies in one's school and community;
11. the ability to plan for appropriate and desired careers.

FORMAT

The format used to accomplish these goals is twofold: (a) each session presents information and/or skills building through lectures, films, handouts, pamphlets, videotape and/or tape-recorded feedback, and, occasionally, outside speakers; and (b) each session explores feelings and values through group discussions, group and individual exercises, role plays, journal keeping, and evaluations.

Each of the training sessions includes stated purposes, an introduction to the content, a list of materials required, the activities to be done, lecture material, facilitator preparation for the next session, and suggested resources (books, articles, films, etc.) covering the topics in that session. By reading through the entire Curriculum Manual, the facilitators can arrange for needed materials ahead of time. Suggested materials include a chalkboard and chalk, or newsprint pad and felt-tipped markers; copying facilities and paper; a tape recorder and tapes; a 16-mm movie projector and screen; and a videotape with TV, if available. However, the curriculum can be implemented without expensive equipment. Students will need a notebook for taking notes and keeping a journal, a pen or pencil, and a manila folder.

All forms, lecture material, handouts, etc., referred to in the curriculum are included either within or at the end of each session. At the end of each session there is a space for local resources. This is to encourage the facilitators and trainees to utilize local agencies and residents whenever possible to enhance the material presented in each session. This might be done through workshops on topics not covered in the curriculum, but inspired by it (e.g., adolescent development, parenting skills/family dynamics, single parenting, divorce, child abuse, rural values, etc.), recreational activities, speakers, field trips, and Foxfire-type interviews with local residents.

PROGRAM DESCRIPTION

The training cycle is designed for a regular 15-week school semester. Each student session will consist of a three-hour class or meeting. The school staff and community member sessions should be shorter (see Appendix), and can be successfully completed in two hours. There are 14 individual weekly training sessions for the students, 12 for the adult groups, 4 joint network sessions, and 2 weekend retreats, which serve as extended workshops.

As suggested in the Facilitator's Guide, the weekly student sessions will be most successful if offered during the school day as part of the school curriculum. However, modifications can be made, such as offering the sessions as an after-school course and shortening the meetings somewhat. It is very important to schedule breaks during the sessions, whether they are two or three hours long.

The main body of the Curriculum Manual is addressed to the student trainees. However, the material is designed for all three groups, with adaptations for the community members and school staff, due to differences in adult and student circumstances (time pressures, family and job responsibilities, travel, experiences, outlook, age, and education). Suggested modifications for each session for each of the adult groups appear at the end of the student curriculum (see Appendix). The facilitators should adapt any of the sessions (along with advice from the steering committee chosen after the second network meeting, and feedback from trainees as training progresses) to make the material as relevant and appropriate as possible for the people involved. Flexibility is a key ingredient to the success of the program.

Many of the exercises and discussions that serve to inform and stimulate the students can be presented to the school staff and community groups as examples of what the student trainees are learning; however, the adult groups do not need to do them. It is important, however, for both adult groups to be aware of everything in the curriculum that the students are doing or receiving, including handouts, films, and lecture material. This serves several purposes: (a) to increase the sharing and awareness between groups, which promotes a feeling of unity; (b) to enable the adult groups to evaluate the materials; (c) to make sure that the adults can respond to the rest of the community and the school administration if there are questions about the nature of the student training; and (d) to assure that the adults and students are learning the same things (in some cases, the students will be more familiar with the information being presented; in others, the adults will). The facilitators should not assume anything about the trainees' knowledge. At any rate, the adolescents and adults will be coming to each session with different perspectives about the issues.

It is possible to implement this curriculum to train a student group alone and not a network. However, the power inherent in a network is well worth the effort of establishing faculty and community training groups as well.

The primary areas of focus--educational equity, community networking, and peer leadership--interconnect throughout training. The facilitators should stress the interrelationships between these areas at the beginning of training. This requires a careful reading of both the Facilitator's Guide and the complete Curriculum Manual.

The training is a structured, developmental, cumulative process, each session building and expanding upon the skills and topics covered in previous sessions. Therefore, the material should be presented in sequence, and the facilitators should be cautious when modifying the curriculum not to disrupt the sequence.

Administrators, parents, and students themselves may be threatened by the emphasis on educational equity. The drug and sexuality sessions might also prove controversial. The facilitators should be sensitive to their school and community and gain support for the program before beginning as well as maintaining an open communication line during training.

ORIENTATION MEETINGS

After the initial recruitment of trainees for the three groups, there should be either one large-group orientation meeting in the evening or three individual orientation meetings--whichever is most convenient for the participants. The meeting(s) should be held as soon as possible after group members have been recruited. The purpose of the meeting(s) is to describe the program in more detail, to explore possible roles of trainees when they finish the program, and to discuss training expectations and any questions members might have, as well as to set up times and places for the meetings. The facilitators should hand out permission slips to the student trainees, if such forms are necessary. A suggested agenda could include:

I. Introductions (take names, addresses and phone numbers)

II. Curriculum overview (it is helpful to have handouts for trainees)

III. Proposed roles of the school staff and community member groups

    A. Rationale
        1. "White knight" syndrome
        2. Adult impact on young people

    B. Functions (tasks)
        1. Ideas for adaptation and/or innovation of the program
        2. Support/supervision of youth trainees in their new roles
        3. Advocacy within adult peer groups and the school and community for youth competency and educational equity
        4. Resources for the community and school

IV. Action steps

    A. Students complete the training curriculum

    B. School staff and community members participate in a modified version of the student training

    C. The network is established through regular meetings throughout training

    D. The program goals are implemented in the school and community

V. Proposed roles of student trainees

VI. What the program expects from trainees

Although the training curriculum is flexible and should be adapted by both facilitators and trainees as it unfolds, there is a definite structure, specific goals, and a detailed course plan. Therefore, the facilitators should not be so vague or broad in their presentation of the program as to cause interested participants to wonder what to expect. There will be some dropouts, no doubt, after this session; but if individuals have a good idea of the program, they will be more apt to continue and finish training.

SAMPLE PERMISSION FORM FOR PARENTS OR GUARDIANS

Dear Parent or Guardian,

Your community high school is initiating a special training program this semester, which involves a 15-week course for high school students, school staff, and community members. Your son/daughter has expressed an interest in participating in this training program, and has been selected as one of the students to enroll in this special project.

The focus of the program is on increasing options for the youth in your community--on increasing opportunities in school courses, athletics, clubs, careers after high school, and future lifestyles. High school students, teachers and other school staff, and townspeople will study and discuss topics such as interpersonal communication; values clarification around such issues as human sexuality, drugs, and health; career planning; helping skills; the effects of sex discrimination and sex-role stereotyping on adolescents; and general information about common adolescent concerns (dating, parent-student relationships, drinking, etc.).

The school staff and community member training groups will meet separately from the student training group each week, except for four evening meetings during the 15-week period when all three groups will meet together to talk about common issues of concern at the high school. All of the materials presented to the students will also be presented to the adult groups.

If you agree to your son's/daughter's participation in this course, please sign this form. We will be contacting you to discuss the program's goals and to ask for your feedback and questions.

Thank you for your cooperation.

Sincerely,

____
Student's Name

____

____
Parent/Guardian (signature)

____
Program Facilitators

____
Date

WEEKLY TRAINING SESSIONS

WEEK #1
SESSION #1

INTRODUCTION TO TRAINING AND TO EACH OTHER

PURPOSE:

To develop group trust and cohesiveness
To clarify the goals of the training program
To define "the network"
To establish the student role within the network
To establish a baseline of knowledge for each trainee

MATERIALS:

A copy of the "Pre-Evaluation Form" for each member
Copies of "A Note to Student Trainees" for each group member
Felt-tipped pens and newsprint pad, or chalkboard
Pen and paper
Copies of "Training Session Evaluation Form"

TIME REQUIRED:

3 hours

INTRODUCTION:

The first session of the training program is a time for people to get to know each other. Many of the students may know of each other, but they need to develop an open and trusting relationship with the entire group in order to work on a collective task. To begin this process, the facilitators lead two introductory exercises (see below).

In this session the task of the facilitators is to break down some of the barriers that exist in any group that is about to embark on a new path together.

Students will need clarity about the goals of the program, their role in the program, and how they will relate to the two other trainee groups. The facilitators can play a significant role by being clear about these issues in the beginning. To do so, they must be familiar with the Facilitator's Guide and have read through the entire Curriculum Manual. Establishing the program goals is accomplished by merging what is said in these materials with what the facilitators already know about their community and high school.

Since an important part of the training program is to increase the feelings of competence of its participants, creating access to meaningful roles within the program itself is crucial. The facilitators should

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share planning and other tasks with the participants whenever feasible. They should also participate in all exercises that are presented to the trainees.

Monitoring progress is another task which the facilitators must manage. Because feedback is an important part of the learning process, facilitators must be able to give and receive accurate feedback. To do this, a clear picture of each participant's pre-training skill levels must be obtained. A pre-evaluation form designed especially for this purpose appears at the end of this session. With this information in hand, the facilitators can change and adapt the material which appears in this manual to better suit the individual training needs of participants.

ACTIVITIES:

I. Welcome and Introductions

A. The facilitators introduce themselves and make brief and pertinent comments about any activities which have led to this point--e.g., school acceptance of the project, recruitment.

B. The facilitators introduce the Memory Game.

Have the participants sit in a circle. Instruct the first person to say his or her name and one thing that he or she likes or dislikes. ("My name is Caroline and I hate the long bus ride to school.") Have the second person repeat the name of the previous person, stating what that person liked or disliked, and then say his or her own name and something that he or she likes or dislikes. ("That's Caroline and she hates the long bus ride to school. I'm Jeff, and I like snowmobiling.") The game continues until everyone has repeated all the previous statements, adding his or her own, and all members are introduced. If someone gets stuck and cannot remember, the group can help.

After this exercise, the group should be somewhat more active and talkative, and members should feel more at ease with each other.

C. The facilitators introduce the next activity, which will be done in pairs.

Have each participant choose a partner that he/she does not already know. Instruct participants to go off somewhere in the room in pairs and tell each other something about themselves for five minutes each. The facilitators should time this and tell the pairs to switch roles after five minutes. After both partners have talked about themselves, the group reconvenes. One by one, each person stands behind his/her partner and introduces him/her to the entire group, until everyone has been introduced.

As in the Memory Game, group members should be more familiar and hence easier with each other after the exercise.

II. Explanation of the Program

A. The facilitators explain the purposes and goals of the training program (see Facilitator's Guide for suggestions).

B. The facilitators answer any questions presented by trainees.

C. The facilitators give information about the two other trainee groups and explain what the network will be (see Session #3). Participants discuss reactions.

D. The facilitators should hand out (or go over if there aren't copies) "A Note to Student Trainees." Most students will want to know more about the journal and the retreats. Refer to the Facilitator's Guide for more specific information about their purposes.

E. If course permission slips have been handed out at the Orientation meeting, collect these. Remind students that their parents will be invited to a meeting soon. Be sure to schedule this early in the training.

III. Examination of Trainee Expectations

The facilitators instruct each student to close his/her eyes and sit calmly. The facilitators say: "Everyone knows a little about why we are all here. Can you think of something you would like to happen in this training program? It can be anything at all; there is no wrong or right answer." After a few minutes have elapsed, say, "Now, with your eyes still closed, can you think of anything you as a group member could give to get what you want from this training program?" After a few more moments have the students slowly open their eyes and come back together as a group in the room.

IV. Pooling of Expectations Through Brainstorming

A. Use a large newsprint pad and felt-tipped markers, or a chalkboard and chalk, and have one student act as a recorder (see Glossary).

B. Explain the rules of brainstorming.

   1. Nothing is right or wrong.

   2. Anything volunteered from a participant goes on the paper or board.

C. Ask the students to share what they would like to have happen in the training program. Have the recorder write down each person's ideas as they are expressed.

D. After C. is finished, start a new sheet of paper, and ask the group members what they could give individually to get the things that they want from the training program.

The facilitators should participate as group members in this exercise. The facilitators should copy the two lists down on their own sheets of paper and have the list of expectations duplicated to hand out at the next session. When the facilitators have lists from all three training groups, they can assess what trainees' desires can be met by the program and what cannot. The facilitators should share their observations with the group as soon as possible.

V. Pre-Evaluation

The facilitators should hand out the pre-evaluation form which appears at the end of this session. If the facilitators prefer, they should design a new form. It is helpful to explain that the pre-evaluation is not a test, but that it will be used as a tool to aid in planning for sessions. Because some individuals may be hesitant about revealing their discomfort with or lack of information about the questions on the form, the facilitators should advise trainees to complete the questions but not sign their names to the form unless they wish to.

VI. Feedback and Evaluation

Ask group members to share with each other how they felt about today's session. Use this time to obtain feedback about the topics covered in the session and the performance of the facilitators, as well as to close the session by addressing any issues that were glossed over. A sample evaluation form is included at the end of the session if the facilitators prefer a written evaluation for each session.

VII. Training Group Housekeeping

Obtain the name, address and phone number of each participant.

VIII. End of the Session

A. Students should leave the first session with a sense of challenge, responsibility and emerging trust and rapport with the facilitators.

B. The facilitators should leave the session feeling they are guides and support persons for individuals with whom they will be partners in a learning and social change process, and not teachers functioning in a traditional role.

IX. Homework for Facilitators

A. Compile and copy the list of participants' training expectations.

B. Compile and copy a list of members' names, addresses and phone numbers.

C. Read androgyny material at end of Session #2.

D. Read about centering in Facilitator's Guide and Glossary.

E. Plan a centering exercise for Session #2.

F. Duplicate the "Bem Sex-Role Inventory (BSRI)," available from publisher, Session #2 (use of this item is optional).

G. Arrange to obtain the film "Cipher in the Snow" (see Suggested Resources, Session #3) for the first network session, along with a 16-mm movie projector and screen.

SUGGESTED RESOURCES:

Books: Pfeiffer, J. W., and Jones, J. E., eds. Human Relations Training Handbooks and Annuals. San Diego, Calif.: University Associates, Inc., 1972-77.

Simon, S. B., Howe, L. W., and Kirschenbaum, H. Values Clarification. New York: Hart Publishing Co., Inc., 1972.

LOCAL RESOURCES:

HANDOUTS
(3)

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A NOTE TO STUDENT TRAINEES

As you are about to begin your training, we would like to offer a few words of advice and encouragement, as well as some course guidelines.

1. Throughout the training, be as attentive and open-minded as you can. Relax. Enjoy yourself.
2. At any time during the training, feel free to ask questions and/or make suggestions. Your input and feedback is the cornerstone of the program.
3. It is a good idea to have a notebook, and to take notes during lectures and discussions.
4. You will be required to keep a personal training journal.
5. There will be two weekend retreats during the training course. These retreats are an integral part of the course, and we expect that you will make every reasonable effort to attend.
6. The Student Training Program is not a "class" in which you are expected to do well. There is no passing or failing grade. What you can get out of this experience will depend upon how much you put into it.

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PRE-EVALUATION FORM

1. What does the term "androgyny" mean to you?
2. How do you think a group makes decisions by consensus?
3. What is role playing?
4. Can you think of another word for gender?
5. What is the difference between sympathy and empathy?
6. Do you think high school students can help other high school students to solve any of their problems? Are there any problems that they couldn't help with?
7. What is a value? What is an attitude?
8. What is a feeling?
9. What is a group facilitator?
10. What is body language?
11. What is a nonverbal message?
12. What does sexism mean?
13. What is a sex-role stereotype?
14. Is alcohol a drug?
15. What is a depressant? What is a stimulant? Is alcohol a depressant? Or a stimulant?
16. Name three drugs and the effects you think they have on the body.
17. How is a professional helper different from a friend?
18. What do you think Title IX is?
19. Who is your school district's Title IX Coordinator?
20. Name five methods of birth control.
21. Name the two most common venereal diseases. Are they curable?
22. What percentage of girls at your school go on to college? What percentage of boys?
23. What is the difference between being assertive and being aggressive?
24. Can you think of four characteristics that someone you would call a good listener would have?
25. What would you do if a student told you that he or she wanted to commit suicide?

TRAINING SESSION EVALUATION FORM

Date: ____________________

Session #: ________________

Name: ____________________
(optional)

PLEASE INDICATE BY NUMBER (1-10) YOUR EVALUATION OF THE MAJOR TOPICS AND/OR ACTIVITIES COVERED IN TODAY'S SESSION: 1 (one) is the lowest rating, 10 (ten) is the highest.

TOPIC/ACTIVITY TITLE AND/OR DESCRIPTION

a. How much new information did you learn?

b. How useful was the information you learned?

c. How interesting was the information?

d. Was the presentation effective?

e. How would you rate your own participation?

f. How much did you learn about yourself?

ADDITIONAL COMMENTS OR SUGGESTIONS:

WEEK #2
SESSION #2

GROUP CONTRACTING AND THE IMPACT OF SEX ROLES: BEGINNING EXPLORATION

PURPOSE:

To explain centering as a concept
To further develop group cohesiveness
To assign priorities to issues identified in Session #1
To introduce consensus decision-making
To help trainees become aware of how they are affected by sex roles
To introduce the concept of androgyny

MATERIALS:

Large newsprint pad and felt-tipped pens or chalkboard
Strong tables or desks
Copies of expectations list from Session #1
Paper and pens for small groups
Copies of the Bem Sex-Role Inventory (BSRI), if used

TIME REQUIRED:

3 hours

INTRODUCTION:

Establishing trust is easier when group members can count on certain boundaries, or limits. These boundaries will protect members by decreasing the risk involved in being open with one another. If members can be assured that they will be safe in the group, trust will emerge over time. The facilitators must be careful to create the safety which members need, while moving the group forward to a stage where it will not require as many limits. The facilitators must gauge each of their training groups and make decisions regarding the appropriate speed at which to move each group.

The second session is one in which the group begins to make collective decisions. This is done through group examination of lists of member expectations compiled in Session #1. The group as a whole will take a look at its collective needs and together assign priorities to the items on the list. It is important to realize that sharing the responsibility for group decisions may be a new experience for many of the student members. For this reason, encouragement needs to be provided to the students so that they actively participate in the task. It is equally important that the facilitators demonstrate a commitment to this process by abiding by group decisions even when the facilitators "may know better."

In discussing sex-role stereotyping and androgyny, the facilitators should take into account how the trainees answered the questions in the pre-evaluation. Generally, there will be some variance in both experience with and knowledge about these terms. The student trainees may or may not have examined how much gender has influenced their attitudes, behavior, self-perceptions, and expectations of others. It is reasonably important that the facilitators begin to talk about how every human being has masculine and feminine traits, and how people are channeled into certain roles based solely on sex. This is a way of providing a foundation for sessions to come. (See further discussion of androgyny at Section VIII, below.) It is also important for the facilitators to understand their own beliefs and attitudes about sex roles.

ACTIVITIES:

I. Summary of Session #1

   A. The facilitators should briefly summarize the subject matter covered in Session #1.

   B. The facilitators should ask for any additional feedback from members.

II. Centering Activity

   A. The facilitators should explain the concept of a centering activity. (See Curriculum Introduction and Glossary.)

      1. A centering activity is one which essentially calms the participants so they can concentrate on the session and separate themselves from whatever activity has occupied them prior to coming into the training session. Five minutes is enough time to do this.

      2. A centering exercise may be as simple as having everyone in the room sit quietly with their eyes closed. After this is accomplished, the facilitators can instruct participants to concentrate on their breathing and try to think of nothing else. Centering may also occur by having everyone sit quietly and listen to a relevant song or piece of music.

The facilitators have many choices. It is effective to begin sessions with a quiet moment. Some students may come from classes with a large amount of energy and require a structured transition time to obtain the most from each session. The facilitators may choose to begin each session with a centering activity and rotate the responsibility between participants for choosing the particular exercise used.

B. The facilitators should lead a centering activity.

III. Consensus on Ground Rules

A. The facilitators should explain that the group will develop and agree on ground rules covering training sessions. Some examples to get the group going on suggesting ground rules may be helpful. The facilitators can introduce this by saying, "We are all going to be together as participants in this program for 15 weeks or more. There are some things we need to decide on to make this experience a good one for as many of us as possible. Things we need to decide together should be suggested by all of you." Some of the questions groups will need to agree on include the need for confidentiality within the group, the issue of cigarette smoking in the room, how and when breaks will be held, and if people have a right to "pass" (that is, not to participate in certain activities or conversations that make them feel uncomfortable).

B. The facilitators should ask participants to share some ground rules that make sense. Facilitators should record all of these and, after everyone has had a chance to suggest some, allow the group to debate these issues. The ground rules remaining after the debate should apply to the training sessions. Ground rules can be re-negotiated at any time. The facilitators should bring a large copy of the ground rules to each session and hang the rules where they are visible, or have them typed and duplicated for each member.

IV. Table-Top Exercise[1]

A. This exercise serves as an excellent icebreaker.

B. The facilitators explain that each group is a team competing against the other teams. The task is to see which group can fit all of its members on the top of the table first. A team is finished when all of the members are on the table, with no part of anyone's body hanging over the table. (A strong chair or another piece of furniture may be used instead of a table.)

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[1] Adapted by permission of A & W Publishers, Inc., from Values in Sexuality: A New Approach to Sex Education by Eleanor S. Morrison and Mila Underhill Price. Copyright © 1974 by Hart Publishing Co., Inc.

C. After the exercise is completed, have the members discuss how they felt participating. How did it feel to be physically close to other group members? How do people feel about their team members after going through this together?

V. Trust Walk Exercise

A. The Trust Walk is an exercise which is simply and quickly done to have participants experience how it feels to rely on another individual.

B. The facilitators ask group members to choose a partner from the group, preferably a member they do not know well. One person closes his/her eyes and is led around "blind" by his/her partner. After five or ten minutes, the roles are reversed, and the "blind" partner becomes the leader. This can be done in the building or out of doors.

C. After this exercise is completed, have everyone discuss how he/she felt about being the leader and follower. For members who have already experienced this exercise, ask them if it was different this time. Ask people to consider whether they feel differently toward their partner as a result of taking part in the exercise.

VI. Establishment of Group Goals

A. The facilitators explain that the list of expectations generated at the last session will now be used to determine a group contract.

B. This list should be distributed to all group members, and one large list should be displayed on the chalkboard or a sheet of newsprint.

C. Group members are instructed to reach consensus on what they expect out of the training as a group.

D. The facilitators should offer some suggestions about consensus decision making, e.g.:

1. Members should avoid arguing for individual needs. What is "right" in this instance is the collective judgment of the group.

2. Conflict between members should be used to move toward consensus.

3. Solutions will be achieved when members accept responsibility for listening and contributing.

4. Each member should take responsibility for monitoring the group decision-making process and should say something if the group is getting away from accomplishing its task.

E. The facilitators may choose to use the large group for the task of obtaining consensus, or may choose to break the group into two smaller parts and have the task accomplished this way. If the latter is chosen, the group as a whole should come back together and negotiate its lists until one group list is agreed upon.

F. The facilitators should begin the process by having the group agree on how it will decide. Will each issue raised be looked at in isolation from the others? Will everyone vote on a certain number of issues? Group members can take turns being observers of the process. Each member is assigned a time to be observer and can provide feedback to the group after the process is completed.

G. When between five and ten expectations for training are agreed on, the facilitators should say how they feel they can meet these expectations within the context of the training program. This should be added to the list, as should the previous list of what participants said they would give of themselves. The resulting document becomes the group contract, which, when added to the ground rules, gives the group a context within which to operate.

VII. Sex-Role Activities

The facilitators should choose one of the two following activities to do:

A. Sex-role exercise[2]

The facilitators should make two columns on the newsprint pad or chalkboard. Label one "female" and the other "male."

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[2] Adapted by permission of A & W Publishers, Inc., from Values in Sexuality: A New Approach to Sex Education by Eleanor S. Morrison and Mila Underhill Price. Copyright © 1974 by Hart Publishing Co., Inc.

Instruct the females to go to the newsprint and write in the "male" column something they do that they feel is a typically masculine activity. Instruct the males to write in the "female" column something they do that they perceive as a typically feminine activity. After all members have had a chance to do this, discuss: How do people in the group feel about what they put down? How would parents or peers feel about what they put down? Why do students think people feel this way?

B. Masculine - feminine exercise:[3]

Break the students into four groups. Two of the groups should be composed of females, two of males. Have the first female group make a list of all the characteristics they can think of that are considered masculine. Have the other group of females list characteristics that they think are feminine. Have the male groups do the same. Compare lists and discuss the results from male and female perspectives.

VIII. Androgyny

A. The facilitators can hand out the Bem Sex-Role Inventory (BSRI)[4] and have students fill it out. Allow ten minutes.

B. The facilitators should introduce the concept of androgyny (from the Greek "andro," male, and "gyne," female) by giving a brief lecture based on the androgyny material included at the end of this session.

C. Lead a brief discussion of androgyny with the group. Suggested questions:

1. Did you know what androgyny meant before today?
2. Do you think it is okay for people to express both masculine and feminine characteristics?
3. In your school, what kinds of behavior would label someone a homosexual?
4. How do you feel about this?

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[3] Adapted by permission of Harcourt Brace Jovanovich, Inc., from Family Life and Sex Education: Curriculum and Instruction by Esther D. Schulz and Sally R. Williams. Copyright © 1969.

[4] Available from Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306.

5. Do you sometimes feel that you would like to express different behaviors, but shouldn't because they are masculine (and you are a female) or feminine (and you are a male)? What are some of these behaviors?

D. If the BSRI was administered, score it at this time. Students could survey other students in the school to see where their scores fall on the chart.

IX. Feedback and Evaluation

Ask group members to share how they felt about today's session. Was too little or too much covered? How do they feel about the topics they are learning about? If the facilitators prefer, they can hand out copies of the evaluation form at the end of each session instead of taking time for verbal feedback. (See evaluation handout, p. 45.)

X. End of the Session

Students will be leaving the second session feeling as if they have done an enormous amount of work. The facilitators should now have some information about how the group works together, and about which members will need more attention than others.

XI. Homework for Facilitators

A. Plan refreshments for network meeting.

B. Compile and duplicate master list of all network members, their addresses and phone numbers.

C. Assign network members to mixed groups of five-six people each for network meeting. These smaller groups will function as task groups and remain together throughout training.

D. Duplicate group contract and ground rules.

SUGGESTED RESOURCES:

Books: Jones, J. E., and Pfeiffer, J. W., eds. *1977 Annual Handbook for Group Facilitators*. San Diego, Calif.: University Associates, Inc., 1977.

Larrick, N., and Merriam, E., eds. *Male and Female Under 18*. New York: Avon Books, 1973.

Morrison, E., and Price, M. Underhill. Values in Sexuality: A New Approach to Sex Education. New York: Hart Publishing Co., Inc., 1974.

Schulz, E., and Williams, S. R. Family Life and Sex Education: Curriculum and Instruction. New York: Harcourt Brace Jovanovich, 1969.

LOCAL RESOURCES:

ANDROGYNY *

by Sandra Bem

Being masculine or feminine is a fairly central aspect of a person's self-concept. In American society, men are "supposed" to be masculine, women are "supposed" to be feminine, and neither sex is supposed to be much like the other. Men are tough, dominant, and fearless...women are tender, sympathetic, and sensitive to the needs of others. Men take care of, and protect, women...women depend upon men for strength and support.

The man who gently and lovingly cares for his child, or who prefers ballet to football, is destined to have his masculinity questioned. The woman who plays contact sports, or who refuses to defer to the wishes of her husband, is destined to have her femininity questioned. Masculinity and femininity are seen as opposites, and a person is therefore taking a risk of sorts when he/she ventures into the other sex's territory.

In principle, of course, a person can be both masculine and feminine. A baby can be dressed in pink on Mondays and blue on Tuesdays; a child can be given both trucks and dolls for Christmas; an adolescent can spend some leisure time playing basketball in the driveway and some serving as a nurse's aide in the local hospital; a criminal lawyer can aggressively defend his/her clients in court and then lovingly and gently care for a baby at home. A person can blend, in a single act, complementary masculine and feminine ways of dealing with the world. For example, a teacher might criticize a student's performance straightforwardly but also with sensitivity for the distress, guilt, or anger that such criticism might produce.

Androgyny refers to this blending of behaviors and personality characteristics that have traditionally been viewed as either masculine or feminine. An androgynous person is someone who is both independent and tender, aggressive and gentle, assertive and yielding, strong and weak, depending on the appropriateness of these various behaviors.

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* From J. E. Jones and J. W. Pfeiffer, eds., The 1977 Annual Handbook for Group Facilitators. San Diego, Calif.: University Associates, Inc., 1977. Reprinted with permission.

ANDROGYNY *

by Jean Campbell

Being female or male is an important aspect of one's self-identity. Most of us were brought up to be a "boy" or a "girl." Boys get a clear message: achieve. Girls are given warmth and protection and are encouraged toward interpersonal activities, particularly by their fathers (Block, 1973). When we were growing up, many of us did not think to question what these messages meant. There is an increasing awareness now, however, that being a "boy" or a "girl" has negative consequences if the cultural script is followed too closely. Women connect their career diffusion to elementary school memories of being careful not to be the best in the class. Men find themselves struggling to express their feelings in T-groups, with images of themselves at age 9, turning away a much-wanted hug or refusing to allow themselves to cry when they were hurt.

The stereotype of each sex can be seen negatively. Women are regarded as dependent, incompetent, and weak. Men are pushy, insensitive, and brutal. Either sex type, carried to an extreme, is a caricature.

Each sex has an emotional price to pay for strict adherence to the cultural script. Men in our society are competent, "together," and tough, and they suffer the emotional and physical consequences of hiding feelings--heart disease and ulcers, for example (see "Some Lethal Aspects of the Male Role," Jourard, 1971). Women are sensitive, gentle, and caring, but they pay a price in lack of confidence, lack of self-realization through "agentic," or achieving, projects, and poor psychological well-being. The conflict between femininity and mental health, as both are culturally defined, is extensively documented (Broverman et al., 1970; Chessler, 1972; O'Leary, 1974). There is a particularly difficult double bind for women between femininity--and, by extension, sexuality--and both competence and self-worth.

Everyone seems to agree that in our society the female role is predominately communal, interpersonal and expressive, whereas the male role is predominately achieving and instrumental.

Boys tend to describe themselves more in instrumental terms: practical, shrewd, assertive, dominating, competitive, critical, self-controlled, rational, reasonable, ambitious, self-centered, independent and adventurous. Girls tend to employ adjectives more in communal terms: loving, affectionate, sympathetic, generous, artistic, helpful, considerate, with the only instrumental characteristic [being] vital.

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* From J. E. Jones and J. W. Pfeiffer, eds., The 1977 Annual Handbook for Group Facilitators. San Diego, Calif.: University Associates, Inc., 1977. Reprinted with permission.

While there are sex-group differences in the level of interpersonal behavior, there is tremendous variation among members of both sexes. Although aggressive behavior has been demonstrated to be sex-linked, with males showing a higher level than females, there is significant variation among cultures, indicating that much of the difference between men and women is learned rather than genetic. Also, there is tremendous variation within the two groups. Many women are predisposed to higher levels of aggressive behavior than many men. Conversely, many men are involved in a higher level of caring activities than many women. We must guard against an "average" reality presented as a cultural prescription. Men may show a general achieving orientation and women an interpersonal one, but neither men nor women are exclusively oriented in one or the other direction. Women in all areas of life initiate and complete tasks, and men are part of an interpersonal network. Both achieving and interpersonal skills are necessary for survival for both men and women.

With our increased awareness of cultural script has come an attempt to choose those traits or values, associated with either men or women, that are appropriate for an individual. A person can learn to integrate salient traits of the other sex into his or her personality in order to develop an androgynous orientation.

Androgyny, from the Greek andro, male, and gyne, female, refers to a blending of what are usually regarded as male or female characteristics, values, or attitudes. It aims at integrating into one's personality the positive characteristics of the other sex as well as one's own sex. In her analysis of sex role and personal integration, Block (1973) defined sexual identity as the "earning of a sense of self in which there is a recognition of gender secure enough to permit the individual to manifest human qualities our society, until now, has labeled as unmanly or unwomanly" (p. 512).

Personal maturity is associated with a high integration of agency and communion in both men and women, that is, with an androgynous orientation. High levels of both ego development and moral development are also associated with an integration of agency and communion (Block, 1973).

Men operating at a high level of personal maturity have qualities of self-assertion, self-interest, and self-extension, as would be expected, but these are tempered by considerations of mutuality, interdependence, and joint welfare. Similarly, high-functioning women show a concern for the harmonious functioning of the group and for submersion of self, and they affirm the importance of consensus - qualities characteristic of communal concerns; however, they combine these with qualities of self-assertion, self-extension, and self-expression.

Androgyny affirms certain human characteristics and values, and within this context, asserts that each individual be able to establish whatever sexual identity is appropriate for him or her. Androgyny asks us what kind of people we want to be.

NETWORK SESSION #1

The Network

The network is the group formed when all three training groups (the students, the school staff, and the community members) meet together in one large group.

Network Session

Members of the student, school staff, and community training groups attend each network session. Network sessions can be held at the high school or at the homes of network members. Network sessions are informal, so having them in private homes or other out-of-school settings (church or community center) works nicely. Hold these sessions in the evenings or, if group members prefer, on weekends to allow maximum participation by working members in the network. The first network meeting should be held as soon as possible--by the third week of the training program.

The strength of the program is that three diverse groups, each with their individual interests in the youth of the community high school, are formed. In effecting change within the school, it is important to unite these groups to form a base of power that will be larger than that possessed by any single group. In proposing policy and administrative change for the high school, it is important to have the support, both in numbers and credibility, that this large group lends.

The facilitators should come ready and enthusiastic for these meetings, having done careful preparation and planning. Such an approach will increase the opportunity for successful implementation of the joint sessions, which plays a critical part in the total program's success.

WEEK #3
SESSION #3

THE NETWORK BEGINS

PURPOSE:

To introduce members of the student, school staff, and community training groups to each other
To develop trust among network members
To identify common goals and concerns
To become more aware of attitudes and feelings of other participants regarding local issues

MATERIALS:

Newsprint flip charts and felt-tipped pens (for each small group)
Paper and pens
Copies of the group contract and ground rules
Refreshments
Film: "Cipher in the Snow" (or another film)
16-mm projector and movie screen
Roster of participants' names, addresses and phone numbers
Small-group assignments

TIME REQUIRED:

3 hours

INTRODUCTION:

This is the first major step in creating links between program participants. Each training group has been through two sessions involving only members of its own peer group. Because the activities and exercises have been ones directed toward the creation of trust and sharing, relationships have begun to form between peers. In this first joint session, the facilitators will be encouraging these same things to happen between group members having different ages, different experiences, and different expectations. Because of these inherent differences, creating links will be a more difficult job. The facilitators are encouraged to focus on the common denominator of all training group members--that is, their membership in the program and the similarity of the experience each group has gone through independently of the other two.

The facilitators must also be sensitive to student needs in this joint group, since the other two training groups both consist of adult membership. Society generally places adults in an authoritarian role in relation to high school students. The school system highlights the basic differences in power between young and old. In this program it is necessary to dissolve some of these boundaries in order to create an atmosphere which is conducive to working collectively on a task, with all members having equal input. Because people are used to the roles they have adopted, it will take skill and careful attention to modify these habits. The facilitators must be supportive, but firm, in preventing adult members from directing students. They must be equally cautious with students, whose reaction may typically be rebellious or passive in the face of authority. Facilitators can encourage dialogue and negotiation and discourage rebellion or passivity.

Unique relationships which may surprise everyone will develop if these things are kept in mind.

ACTIVITIES:

I. Getting Centered

A. The facilitators welcome the participants and give their own introduction to the session. To do this, they should recall some meaningful events which have happened in each of the training groups so far and personalize the introduction.

B. The facilitators instruct the members to sit comfortably in a circle. Each member should say his/her name and something he/she likes about the training sessions so far--e.g., "My name is Julia, and I like getting to know the kids in the group," or "My name is Holly, and I like being able to understand my children better."

II. Introductory Triads[1]

The facilitators form as many triads as the group permits. As much as possible, each triad should consist of one school staff person, one community member, and one student. The facilitators ask the three members to call themselves A, B, or C. The facilitators instruct A to take three minutes to tell something about him/herself. When A is finished, B and C each have a turn. The whole group returns to a large group when A, B, and C are finished. A introduces B, B introduces C, and C introduces A to the large group.

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[1] Adapted from J. W. Pfeiffer and J. E. Jones, eds., A Handbook of Structured Experiences for Human Relations Training, Vol. I. San Diego, Calif.: University Associates, Inc., 1972. Used with permission.

III. Informal Time

A. The facilitators explain that the next 20-30 minutes will be used for informal get-togethers and sharing refreshments. They should use this time to mill around the group, talking to members. The student members will serve refreshments.

B. During this time the facilitators hand out (a) a network roster, listing everyone's name, phone number, and address; and (b) the assigned small-group membership list.

IV. Small-Group Discussion

A. The facilitators should assign five or six members each to small groups. They should pick these groups in advance, spreading out membership in groups between male and female, leaders and followers, contributors and silent members. There should be an equal distribution among school staff, student, and community members. These established groups will remain working together throughout the training program.

B. Have each group select a group recorder who, after the small group meets, will report back its progress to the large group. The recording function can rotate at each network session.

C. The facilitators ask each group to brainstorm issues of importance to them connected with the school and the community. Issues might be lack of communication between adults and youth, discipline, non-support for women's athletics, lack of appreciation for school administrators, need for specialized programs to decrease the fears 7th or 9th graders have when they come into the high school, etc.

Each group should have the recorder write each issue on a newsprint flip chart so that it is visible to all participants. The facilitators should move from group to group helping and explaining the process. Each group should be instructed to assign priorities to the issues after brainstorming is completed. Priorities should be assigned by (a) the importance of the issue and (b) if the issue is something members feel they can do something about. When the small groups are finished with this task, the large group convenes.

D. The recorder from each group pastes that group's priorities up on the board and explains how the issues were arrived at, as well as how priorities were selected and why. Feedback from the entire group should help illuminate each small group's product even further.

E. The facilitators explain that these lists will be typed and duplicated and available at the next network training session. They explain that this is the first step in the task of change and improvement. These lists will be continually used in network sessions throughout the training program. A five-minute break is suggested here.

V. Film: "Cipher in the Snow"

A. The facilitators should have obtained "Cipher in the Snow" (see Suggested Resources) and a 16-mm projector and screen. Show the film, which is about twenty minutes long. Students can run the projector if desired.

B. Following the film hold a large-group discussion. The facilitators should structure the discussion so that the following issues are discussed:

1. How does Cipher's teacher show her concern in the film?
2. How do the parents show their concern?
3. How does the school show its concern?
4. How do the responsibilities of each group differ?
5. What do the trainees feel could have been done differently for Cipher?
6. How do the trainees feel about the movie?

VI. Feedback and Evaluation

Ask group members to spend a little time sharing feelings about how the first network meeting was. Do members of the different training groups feel comfortable? If not, what has to happen so people will feel comfortable?

VII. Training Group Housekeeping

Ask participants to help make some decisions about the addition of new members to individual training groups and the network. Is it too late to add members? Do people know others who could benefit? If the three groups have uneven membership, do people feel they want to balance this out by recruiting? If people still want new members, can group consensus be obtained about when the training sessions will be "closed"?

VIII. End of the Session

By the end of this joint session, the facilitators should have a clear idea about the potential of the network. They should not be alarmed if this first session has been awkward. Because joint sessions are held less frequently than individual sessions, and because there are differences in participants' ages and interests, the joint group needs time to develop cohesiveness. Individuals need time to think about this session's experience and to digest the different issues that have come up. The contact participants have had with one another in this session will allow them to be better prepared, by the second network meeting, to deal more openly with their feelings about being in a mixed adult-student group.

IX. Homework for Facilitators

A. Compile and duplicate the issues list generated by each small group. Add to the list the names of the members of each group.

B. Return the film and projector.

C. Plan a meeting for the parents of the student trainees and let the students and parents know when it is scheduled. It is suggested that students be present at this meeting.

D. Duplicate "Notes on the Helping Relationship" (Handout, Session #4).

E. Duplicate "Overview of the Helping Process" (Handout, Session #4).

F. Duplicate "Suggestions for Role Playing" (Handout, Session #4). (Optional: arrange for a tape recorder or a videotape and TV if you plan to tape the role plays.)

SUGGESTED RESOURCES:

Book: National Commission on Resources for Youth. New Roles for Youth. New York: Citation Press, 1974.

Film: "Cipher in the Snow," 20 minutes. Available from Brigham Young University, Department of Motion Pictures, Provo, UT 84602.

Pamphlet: Youth Participation in Organizations, Washington, D.C.: Department of Health, Education, and Welfare, Office of Human Development, Office of Youth Development, Division of Youth Activities.

LOCAL RESOURCES:

WEEK #3
SESSION #4

THE HELPING RELATIONSHIP, FEELINGS ABOUT GENDER

PURPOSE:

To discuss trainees' reactions to the network meeting
To introduce skills useful in a helping relationship (role playing and active listening)
To encourage the awareness of what it means to be female or male

MATERIALS:

Copies of "Suggestions for Role Playing"
Copies of "Notes on the Helping Relationship"
Copies of "Overview of the Helping Process"
Tape recorder or videotape and TV (optional)
Paper and pens for two groups

TIME REQUIRED:

3 hours

INTRODUCTION:

A helping relationship is any kind of personal relationship formed to help another person through a difficulty or to solve a problem. Although it is not the purpose of this program to train participants to be counselors per se, learning some of the skills used by counselors will be helpful to participants in their roles--current or prospective--as community action workers, as parents, as teachers, and/or as members of any kind of group. Role playing, active listening, and problem solving are all skills applicable to daily living; they are useful in almost any profession or job that participants have or will have. Moreover, such skills can be particularly helpful for those student trainees who plan to serve in the capacity of peer advisors after they complete the training program.

In addition to the introduction of specific helping skills (role playing and active listening), this session returns to the issue of gender introduced in Section #2.

ACTIVITIES:

I. Review of Feelings from the Network Session

A. The facilitators have the group sit in a circle.

B. The facilitators ask group members to share the feelings each had during the network session. Generally, students will have many new and perhaps conflicting feelings because of their new role with teachers and community members.

II. The Memory Game

A. The facilitators instruct each group member to give his/her name, and one feeling he/she has right now. As in the first Memory Game, in Session #1, each member should say the name of the person who preceded him/her and the feeling that was stated. ("My name is Tony and I'm feeling happy." "His name is Tony and he's feeling happy." "My name is Michelle and I feel glad to be here.")

B. This should be an easy task for members, who probably know each other's names by now. Group members should experience a degree of success at doing this exercise today.

III. The Helping Relationship

A. Using "Notes on the Helping Relationship" (see Handouts), the facilitators give a short lecture to introduce this topic. It is helpful to distribute copies of this handout to the trainees.

B. Using "Overview of the Helping Process" (see Handouts), the facilitators give a short lecture and then discuss the topic with the group. It is helpful to distribute copies of this handout to the trainees.

C. The facilitators introduce the concept of peer advising: members of the same age group helping and supporting each other. High school peer advising is based on the following beliefs:[1]

1. that adolescents already naturally turn to each other for help or advice rather than to adults.
2. that adolescents want and need to be valued and will be competent when given the responsibility of helping someone else.
3. that adolescents have a great deal in common with each other, which is ideal in a helping relationship.

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[1] Crosson-Johnson, S., "Peer Counseling Programs," Focus on Guidance, 1976, 9(2), pp. 1-12.

4. that students acting responsibly and in a caring manner can serve as role models for other students.

5. that peer advisors need to be trained and supervised by competent staff.

IV. Listening Skills

A. The facilitators stress the importance of being an attentive, caring, active listener in the helping relationship. This can be expressed through:

   1. non-committal acknowledgment (saying "uh-huh," "yes," "I see");

   2. repeating what the person says in his/her own words;

   3. paraphrasing (reflecting what the person says by putting it in your own words);

   4. interjecting door-openers" (e.g., "Can you say more about that?");

   5. asking open-ended questions (e.g., "How are you feeling?" rather than "Do you feel angry right now?").

B. An important goal is to encourage the person being helped to explore his/her feelings.

C. Explain that it is important to avoid advice giving, preaching, lecturing or threatening.

D. Reflective listening: one of the important listening skills.

   1. Listen for what people are feeling. "Reflect" back to them what they are feeling by repeating what they say. This lets people know not only that you hear them but also that you care about them.

   2. The speaker may not actually say, "I feel..." Listen for "undercurrents" (statements that suggest how the person is feeling: tone of voice, body language, silence, nervous chatter, inflection). It is okay to ask people to say more about a particular feeling or situation if you are not clear about what they are saying.

3. Benefits of reflective listening: (a) the people being helped feel trust and begin to open up more because you are listening to them; (b) by hearing you repeat what they have said, people begin to hear what they are saying; and (c) if you guess wrong about what people are feeling, this gives them a chance to correct you, so that you both understand what was meant.

E. The facilitators should model reflective listening in a short role play for the students before asking them to do role plays.

V. Role Playing

A. The facilitators should hand out copies of "Suggestions for Role Playing" (see Handouts). Discuss these.

B. Role playing is a very important learning tool, but it can be threatening, especially if the group is not well acquainted. The facilitators should demonstrate a role play first. If participants are still reluctant to do role plays in front of the group, the facilitators can suggest doing some group role plays as a warm-up.

C. Choose from the role plays below and ask for volunteers to perform them in order to practice reflective listening. Two or three 5-minute role plays are sufficient for one session. Allow structured time for group feedback and discussion. Remember, tape-recording or videotaping role plays and playing them back to the group can be an excellent learning experience, even if participants are shy about it.

1. Role-Play Situation #1: Two participants. One person recalls a sad event in his/her life, and the helper practices reflective listening.

2. Role-Play Situation #2: Two participants. One person recalls a surprising situation, one that caught him/her off guard, and the helper practices reflective listening.

3. Role-Play Situation #3: Two participants. One person describes an experience where he/she felt totally alone, and the helper practices reflective listening.

VI. Gender Exercise: The Advantages and Disadvantages of Being Male or Female[2]

A. This is an exercise to help students become more aware of how members of the opposite sex feel about their gender.

B. The facilitators divide the training group into two, an all-female group and an all-male group. Make sure each group has paper and a pen.

C. Each group is instructed to go to a quiet place and brainstorm. The female group brainstorms all the advantages and disadvantages they can think of about being a male. The male group brainstorms all the advantages and disadvantages they can think of about being a female. Each group has a recorder who keeps track of the two lists.

D. The group comes back together as a co-ed group and shares the lists.

E. Males and females react to each other's lists.

F. The facilitators explain how this exercise can help students become more aware of how they view the opposite sex and what accurate and what mistaken impressions each has of the other's characteristics, roles and responsibilities.

VII. Training Group Homework Assignment

A. The facilitators ask each trainee to keep a health log from today until the day of the weekend retreat. The log should include:

1. A list of everything the trainee eats and drinks, and when the foods were consumed.

2. A list of cigarettes smoked and when each was smoked.

3. A list of any drugs (including alcoholic beverages) consumed, including amount and type--e.g., one beer at 8:00 Saturday night.

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[2] Adapted by permission of A & W Publishers, Inc., from Values in Sexuality: A New Approach to Sex Education by Eleanor S. Morrison and Mila Underhill Price. Copyright © 1974 by Hart Publishing Co., Inc.

4. Any physical exercise engaged in.

5. A note for each day on how the trainee was feeling and what mood he/she was in.

B. The facilitators should stress that the log will be confidential and that it is for individual purposes only. Logs should be brought to the weekend retreat.

VIII. Homework for Facilitators

A. Secure transportation and lodging for weekend retreat. Ask for suggestions from the students.

B. Duplicate permission slips for the weekend retreat (see Handouts, Session #5, for a sample form).

C. Duplicate the instructions for helpers and observers from section V, Session #5 (optional; the instructions could also be posted on a chalkboard before Session #5 begins).

D. Duplicate the "Attitude Survey" (from Handouts, Session #5).

E. Plan an informal potluck supper or a similar activity for the community and school staff groups before the second network session.

SUGGESTED RESOURCES:

Books: Jacobs, Beth. Counselor Training: Short-term Client Systems. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

Johnson, D. Reaching Out--Interpersonal Effectiveness and Self-Actualization. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Larrick, N. and Merriam, E., eds. Male and Female Under 18. New York: Avon Books, 1973.

Morrison, E. and Price, M. Underhill. Values in Sexuality: A New Approach to Sex Education. New York: Hart Publishing Co., 1974.

Myrick, R. and Erney, T. Caring and Sharing: Becoming a Peer Facilitator. Minneapolis, Minn.: Educational Media Corporation, 1979.

Myrick, R. and Erney, T. Youth Helping Youth: A Handbook for Training Peer Facilitators. Minneapolis, Minn.: Educational Media Corporation, 1979.

Film: "Peer Facilitators: Youth Helping Youth," 27 minutes, by Myrick, R.; Erney, T.; and Sorenson, D. Available from Educational Media Corporation, Box 21311, Minneapolis, MN 55421.

Article: Crosson-Johnson, S. "Peer Counseling Programs." *Focus on Guidance*, 1976, 9(2), pp. 1-12.

Game: "Roll-a-Role," available from Social Studies School Service, 10,000 Culver Boulevard, P.O. Box 802, Culver City, CA 90230.

LOCAL RESOURCES:

HANDOUTS
(3)

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THE HELPING RELATIONSHIP

Helping skills can be learned, but being who you are is crucial to an effective relationship. Make note of the following points:

> Effective helpers function under the broad objectives of setting people free and helping them grow. Helping means encouragement and facilitation, rather than guidance and control;
>
> Effective helpers develop a finely tuned sense of empathy. They are concerned with how things look and feel to the people they are helping, NOT with how things look and feel from their own perspective;
>
> Effective helpers are authentic. They utilize a helping style which "fits" their everyday personality. They do not wear "counseling" costumes;
>
> Effective helpers tend to be self-revealing, rather than self-concealing. They share who they are and how they feel with the people they are helping;
>
> Effective helpers believe that they, as well as the people they are helping, are competent, trustworthy, unique, acceptable, and dignified individuals;
>
> Effective helpers focus on what the other person is feeling, rather than on what he/she does or does not do (values and beliefs versus behaviors);

The goals of a helping relationship are:

1. to facilitate the person's ability to get in touch with his/her feelings;
2. to discuss the person's values and beliefs relevant to the problem;
3. to initiate a realistic problem-solving and decision-making process (to help them see their situation in such a way that they can take action).

REMEMBER:

> Each of us needs to be listened to, cared about, and touched.
> Not every problem is solvable.
> Some people do not want their problems to be solved.
> As a helper, always take care of yourself and your own feelings.

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OVERVIEW OF THE HELPING PROCESS *

There are basic skills that can be taught and practiced which are important to any helping relationship. These skills are used in implementing the unfolding of the helping process:

Empathy: Showing that you understand the thoughts and feelings, the experience, of the other person enables him/her to better understand him/herself. This can be done by letting the other person know you are hearing and feeling what he/she is expressing to you, and that you are attempting to understand his/her experience. This is essential empathy: simply hearing, feeling, and acknowledging the expression of the other. The point is to establish a sense of trust, acceptance and openness so that further exploration toward problem solving can evolve.

Values and attitudes: As the helper empathically encourages the other to explore his/her concerns, the influence of values and attitudes on decision making becomes apparent. Clarifying values and attitudes then becomes directly related to particular problem solving. The helper remains aware of his/her own values and attitudes in this process, as well as how they differ from, or are similar to, those of the person he/she is helping.

Problem solving: One's deepening understanding of his/her feelings, as well as one's developing insight into associated values and attitudes, allows for the beginning of behavior to resolve one's problems. Action toward resolution may include defining the problem, exploring alternatives, planning for change, and implementing plans for change.

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* Adapted from Counselor Training: Short-term Client Systems by Beth Jacobs. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

SUGGESTIONS FOR ROLE PLAYING *

The idea of role playing is for the person engaged in it to temporarily take on a new identity in an artificial situation. The challenge of role playing is to attempt to truly simulate the feelings, the acts, and the conversation of the person you are role playing, and to make it as real as you can. One must try to be like the person as totally as is feasible.

One approach or method is to spend several minutes thinking about some characteristics of the other person (if none were given to you), make up a name, and write it on a name tag.

It is also important not to make up your mind beforehand on what you are going to say or do. You need to be free to react spontaneously, and if you do, the role playing will be closer to real life.

It is often true that people are shy about playing a role for which they have no background (a teenager playing the parent of a teenager, for instance). They have a sense that what is going on is make-believe and, therefore, of little value. But this is just the point: role playing is unreal; one is faced with a new identity without the security of a familiar role. That is why it is a valuable learning experience. At this point, one is asked to pay particular attention to his/her feelings as he/she assumes this new identity.

Pointers:

1. Ignore the audience and focus only on the people who are role playing with you.
2. Observers should not laugh, talk, or gesture during the role play.
3. When the role playing is finished, stay in your role and talk with the other player(s) about what happened and how you felt about it.
4. Other group participants should express their feelings about what happened, but not comment on the acting per se.
5. The role players can rejoin the group, dropping their roles, and join in the discussion of how else the role play could have been handled. Here the role player is speaking as him/herself again.

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WEEK #4
SESSION #5

PRACTICING HELPING SKILLS, SEX-ROLE STEREOTYPING

PURPOSE:

To give participants a chance to practice skills learned in the previous session
To understand how sex-role stereotyping affects us all
To participate in planning a weekend retreat

MATERIALS:

Newsprint pad and felt-tipped pens or chalkboard
Permission slips for the weekend retreat
Paper and pens for small-group role playing
Copies (optional) of instructions for helpers and observers
Copies of the "Attitude Survey"

TIME REQUIRED:

3 hours

INTRODUCTION:

This session follows up on Session #4, in which the helping process and some specific helping skills were introduced. Session #5 will give students another opportunity to practice their helping skills.

By this session students should trust each other enough, and be responsible enough, to complete this task in triads. Because many of the sessions have been quite full, Session #5 has fewer activities, giving students a chance to relax from some of the previously intense training sessions and take it easy while practicing what they have learned. Touching briefly on sex-role stereotyping keeps the idea of equity alive and tied in with each session. Allow plenty of time for planning the weekend retreat. The students should take responsibility for most of the planning for the retreat, including menus, food shopping, and collection of money. By this time the facilitators should have secured a location for the retreat and arranged transportation.

ACTIVITIES:

I. The Facilitators' Introductory Story

A. The facilitators introduce today's session by moving right into this story/riddle:

A father and his son were in an automobile accident. They were both brought to the hospital unconscious. In the emergency room the surgeon on call said, "I can't operate on this boy. He is my son."

Who is the surgeon? What is the meaning behind the story?

B. The facilitators should allow spontaneous discussion. The surgeon is the boy's mother. If the trainees had any difficulty figuring out that the surgeon is a woman, the facilitators should explain how we often think in terms of stereotypes. They should then tie in some of the male/female characteristics thought of in the last session. Any thoughts or points volunteered by students should be discussed.

II. Attitude Survey

A. The facilitators hand out a copy of the "Attitude Survey" (see Handouts) to each participant. Give students 10 minutes to fill it out.

B. After students are finished, the group should tally each of the 34 responses. Tally the responses separately for males and females and as a total of male and female. Discuss.

III. Definition of Terms

Have the group come to an agreement about what the terms "sex role," "sex-role stereotyping," "sexism," "sex bias," and "sex discrimination" mean. Post these definitions. (See Glossary.)

IV. Continuation of Listening Skills: Nonverbal Messages

A. Everyone expresses feelings without speaking. It is important for a helper to watch for nonverbal "messages," in order to become more aware of another person's feelings.

B. The facilitators ask students what feelings they think some of the following nonverbal behavior might express:

1. Gestures and postures: e.g., slumped, batting eyelashes, curling up, skipping, squirming, nail biting, arms folded across chest.

2. Facial expressions: e.g., teary-eyed, pouting, eyes looking upward, downcast eyes, tilted head, looking innocent and wide-eyed, woebegone, scowling, smiling, proud eyes, set jaw.

C. Exercises:

1. The facilitators go around the group clockwise, instructing students to express nonverbally how they are feeling, with a gesture, facial expressions or body posture. The group then tries to identify the feeling being expressed.

2. Dyads: The facilitators instruct students to break into pairs. Partners communicate their feelings nonverbally to each other for two or three minutes each. Discuss this. See if females and males react differently (was it easier or harder for two females, two males, or a male-female dyad?). Could partners identify the feelings being expressed nonverbally?

V. Practicing Helping Skills

A. Have the group break into groups of three.

B. Explain that each group will consist of a helper, a person with a problem, and an observer. Either list the following instructions on the chalkboard before the session starts or distribute the instructions as handouts that have been duplicated ahead of time.

C. Instructions for the person with a problem: Think of a real upset or difficulty that you are experiencing now. Make sure it is a problem you feel comfortable sharing. This situation works best if you are "playing" yourself. This way you can more accurately evaluate the helping skills of the person who is helping you.

D. Instructions for the helper:

1. Be encouraging through attentive listening.

2. Practice reflective listening.

3. Be empathic.

4. Respond to the person's feelings; they may be covered up (undercurrents, nonverbal messages, vague descriptions).

5. Do not suggestion solutions.

6. Encourage the person to take responsibility for thinking of his/her own solutions.

E. Instructions for the observer:

1. Jot down statements and observations as the exercise progresses. (The facilitators should make sure each group has pen and paper to do this.)

2. Check to see if the helper is doing the above-listed things.

F. The facilitators begin the exercise by telling each group it will have five minutes to work on each problem. Then the group members will switch roles until each person has played each part. Allow five minutes at the end of each exercise for observers to give feedback. Allow the helper and the person with the problem to share their feelings also. Point out what was not helpful, as well as what was helpful.

G. When all members have had their turn, have everyone come back to the large group and discuss this exercise.

VI. Planning the Weekend Retreat

The facilitators and participants should take this time to discuss the details of transportation and food and go over the ground rules for the weekend retreat. Permission slips (see Handouts for a sample form) should be handed out and taken home to parents for their signatures. Meal committees can be assigned to make planning more efficient by having a different group organize each meal. Remember, students can take most of the responsibility for planning the retreat.

VII. End of the Session

The facilitators should remember that each training session presents new information which elicits many new feelings. They should be aware of the pace the group is comfortable operating at, and should adjust the curriculum to the group's needs. Be flexible in planning, and, if necessary, postpone certain sessions until the group is ready for them. Remind group members to bring their health logs to the retreat.

VIII. Homework for Facilitators

A. For the retreat:

1. Attend to last-minute details of the organization of the retreat. Parents who have questions regarding their children's participation may need to be called. Be open and share as much information as possible with parents. Some parents may have objections, and these should be respected.
2. Make copies of "Health Questionnaire" (see Handouts, Session #6).
3. Make copies of "Facts and Fiction About Nutrition" (see Handouts, Session #6).
4. Arrange for "Eating on the Run" or another film (see Suggested Resources, Session #6), a 16-mm projector and screen.
5. Finalize transportation arrangements.
6. If required to do so by the administration, turn in the signed permission slips (see Handouts for a sample form).
7. If necessary, arrange for additional chaperones (besides facilitators) at the retreat.
8. Make copies of the agenda for the retreat--included in Session #6 (optional; the agenda could also be posted on a chalkboard).

B. For Session #7:

1. Make copies of "Sharing Views and Values About Drugs" (from Handouts, Session #7).
2. Make copies of "Do You Know the Real Score?" (from Handouts, Session #7).
3. Make copies of "Score-It-Yourself Quiz" (from Handouts, Session #7).
4. Arrange for films (see Suggested Resources, Session #7), a 16-mm projector and screen.
5. Ask a student to bring in a relaxing piece of music for Session #7's centering exercise. Arrange for a phonograph or tape recorder to play the music.

SUGGESTED RESOURCES:

Books: Brammer, L. M. The Helping Relationship: Process and Skills. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973.

Carkhuff, R. R. Helping and Human Relations, Vols. I & II. New York: Holt, Rinehart, and Winston, Inc., 1967.

Jacobs, Beth. Counselor Training: Short-term Client Systems. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

National Commission of Resources for Youth. New Roles for Youth in the School and Community. New York: Citation Press, 1974.

Stanford, B., and Stanford, G. Roles and Relationships: A Practical Guide to Teaching About Masculinity and Femininity. New York: Bantam Books, 1976.

LOCAL RESOURCES:

HANDOUTS
(2)

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SAMPLE PERMISSION SLIP FOR THE WEEKEND RETREAT

I understand that my son/daughter will be attending a weekend retreat in conjunction with his/her participation in the training program at ________________. I give my permission for him/her to attend.
Name of School

I understand that the topics covered in the workshop will be about health, growing up and other issues which adolescents face today.

If I have any questions concerning the curriculum or supervision of this event, I will call ________________________________ at
Name of Facilitator

____.
Address/Phone Number

No drug use (including alcohol) will be permitted. I understand that if my son or daughter uses such substances, I will be called to provide transportation home for my child.

____
Parent's Signature

____
Name of Student

Suggested Clothing List
Depending on weather and accommodations, list what is required--e.g., informal clothing, sweaters, sleeping bags, utensils.

Amount of Money Required
Make an estimate of how much money, if any, will be required.

Facilitator's Comments:

Add an outline of the training, or any other helpful information which might give parents a better idea of what will take place. It may be helpful to list any chaperones attending besides facilitators.

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ATTITUDE SURVEY

INSTRUCTIONS: This survey deals with your attitudes about yourself and about other people.

Listed below are 34 common ideas about women and men. We are interested in knowing your personal way of thinking and feeling about these ideas. You may agree strongly with some of these statements, or disagree just as strongly with others, or perhaps be uncertain about others. Respond to each statement by putting an X in the space which best describes your feelings. There are no right or wrong answers, only your personal opinions.

Strongly Agree	Agree	Disagree	Strongly Disagree	
				1. Men and women should share both the responsibilities and privileges of life equally.
				2. It is appropriate to divide work into "man's work" and "woman's work."
				3. Men and women should be paid equal wages if they are doing the same work.
				4. Men should make the final decisions regarding money, and women should make the final decisions regarding the home.
				5. Women can think as logically as men.
				6. The best guarantee of a good marriage is for the wife to give in to the husband.
				7. It is possible for a woman to combine home and career and do both successfully.
				8. A woman's place is in the home.
				9. A man should be willing to have a woman boss.
				10. A college education is equally important for men and women.
				11. It would be all right for the President of the United States to be a woman.

Strongly Agree	Agree	Disagree	Strongly Disagree	ATTITUDE SURVEY (continued)
				12. Raising children should be more a mother's job than a father's.
				13. Usually the husband should provide the money and the wife should do the cooking and housecleaning.
				14. Being married is better than being single.
				15. Married people should have children and raise a family.
				16. In order to run smoothly, a family should have one person who is the household head.
				17. Women should not work once they have children.
				18. Men should always pay for dates.
				19. Keeping the family car in good shape is the man's job, not the woman's.
				20. A woman should ask a man out for a date if she wants to.
				21. Women should never disagree with men.
				22. Parents should set definite dating curfews for their sons.
				23. Women who want to have a full-time career should not plan to raise children.
				24. A man should expect to be able to go to more places and have more freedom of action than a woman.
				25. A woman should always wait for the man to make the first move in courtship.
				26. A woman should take her husband's last name.
				27. Most women need male protection and guidance.
				28. A father should spend just as much time taking care of the children as a mother does.

ATTITUDE SURVEY
(continued)

Strongly Agree	Agree	Disagree	Strongly Disagree	
				29. Sons in a family should be given more encouragement to go to college than daughters.
				30. Parents should set definite dating curfews for their daughters.
				31. Women should be able to work even though they may have children.
				32. Women cannot think as logically as men.
				33. Most women could be self-supporting without the help of a man.
				34. Women should be free to disagree with men.

WEEKEND RETREAT #1

This is the first of two weekend retreats which, although informal to an extent, are considered an integral part of the training program. Students are expected to attend, to participate, and to view the retreat as a learning experience. The facilitators will serve as chaperones; in addition, depending upon the size of the group and the school policies for off-campus school activities, other adults could also serve as chaperones. The group should arrive at and leave from the retreat together (using a school bus for transportation accomplishes this). People should stay together during the whole weekend, rather than, say, going to a movie in small groups.

It is important for the parents of the student trainees to know all of the details of the weekend--transportation, sleeping arrangements, cost, location, content of the workshops, and number and names of chaperones. Parents need to be assured that their daughter or son will be well supervised. Although students may balk at this parental concern, the facilitators should call all parents to ask if they have any questions about the weekend. In some cases, the call could make the difference between a student being allowed to attend or not.

This workshop on health and well-being concentrates on an examination of values and attitudes, rather than information. More information on drugs (including alcohol) will be presented at the drug workshop the following week.

One of the major purposes of a weekend workshop is for the participants to become better acquainted, to increase sharing and a sense of group cohesiveness, and to break down barriers. Informal activities such as shopping for food, preparing meals together, and sharing entertainment in the evening accomplish this without any planning on the part of the facilitators. The weekend should be fun, relaxing, and rewarding for all participants in order to set the stage for more solid training sessions in the future.

WEEK #4
SESSION #6

ISSUES IN HEALTH: PHYSICAL WELL-BEING AND SELF-IMAGE

PURPOSE:

To explore the way adolescents take care of their health
To explore nutrition and drugs (including alcohol, nicotine, caffeine and prescription drugs) from the perspective of both males and females
To examine adolescent attitudes toward their physical self-image

MATERIALS:

Copies of the "Health Questionnaire"
Newsprint pad and felt-tipped pens
Copies of "Facts and Fiction About Nutrition"
Film(s): "Eating on the Run" (and/or other films from Suggested Resources)
16-mm projector and screen
Copies of the retreat agenda (optional)

INTRODUCTION:

As adolescents begin to take more interest in and responsibility for their personal health, they are also exposed to many new freedoms and choices: drugs, sex, driving, competitive athletics. Mini-sessions during the retreat are aimed at helping students become more aware of what makes up "physical well-being," and how their personal choices affect their health. They will examine how sex-role pressures can affect their body image and health choices. Becoming conscious of different values and pressures allows students to take more responsibility for their well-being and to make informed choices based on new and accurate information about themselves and what affects their health.

AGENDA

Friday Evening (arrival between 5:30 and 6:00 PM)

I. Settling In: 6:00 - 8:00 PM
Includes food and supply shopping, if necessary, dinner, assigning rooms, and getting acquainted with the facility.

II. Health Questionnaire: 8:00 - 8:30 PM
Facilitators hand out the "Health Questionnaire." (See Handouts.) Ask students to fill it in at this time. Collect it for later use.

III. Evening Activity: 8:30 - 9:30 PM
Students arrange themselves comfortably around a room, such as a lounge or living room. The facilitators make two columns on a sheet of newsprint, one headed "female" and one headed "male," then ask the group to suggest different attributes of a healthy male adolescent and a healthy female adolescent (e.g., doesn't smoke, has shiny hair, plays sports). After the lists are compiled, facilitators lead a discussion, using the following questions: How many of these attributes does each student think he or she has? What are the differences for males and females? Do females have an idea different from that of males regarding what a healthy male is? And vice versa for males? How important is physical health to females? To males? To one's parents? To one's peers? Do students ever talk about good health or is it usually taken for granted?

IV. Ending the Evening: 9:30 PM
At this point the facilitators should meet with the students and briefly go over the rules or expectations for the rest of the evening. Cover such issues as lights-out time, co-ed behavior in the bedrooms, leaving the building (a sign-out sheet should be placed in a prominent spot so that throughout the weekend each student who leaves the building signs out, noting time of departure, destination, and time of return), use of the kitchen, noise levels, and ground rules about drugs. Having misunderstandings about rules and regulations can ruin the good spirit of a weekend, so it is important that everyone understand the limits early on. When these issues are taken care of, the facilitators can meet briefly to plan Saturday's activities or to discuss anything else that needs to be talked about at this time.

Saturday Morning

I. Breakfast: 8:30 - 9:30 AM

II. Morning Workshop--Nutrition and Drugs: 9:30 AM - noon

A. As adolescents get older, they begin to make more personal choices about the food they eat and the drugs they take (alcohol, nicotine, caffeine, as well as other drugs) into their bodies. They may eat away from home more often than they did when they were younger. Illegal substances are more available and of interest to them. Furthermore, pressures to rebel against parental values (even the food they eat) and conform to peer behavior increase dramatically in junior and senior high school, and such pressures affect how adolescents take care of their health. Curiosity about drugs and their effects increases during these years.

B. The facilitators should introduce this discussion with the points in A. above, and then ask the students to get out the health logs which they were assigned to keep over the past week. At this time the facilitators should pass back the "Health Questionnaires" filled out last night. Have the students break into two groups, with a facilitator leading a discussion in each one. Suggested questions:

1. Was this a usual diet for you?
2. Who prepares what you eat and drink?
3. What does mealtime in your family mean to you? Is it pleasant? Does having your mother prepare a meal for you mean something different from having your dad or brother prepare it?
4. Would you eat different foods if you prepared all of your own meals? What, for instance?
5. Did you diet during this time? Do you diet regularly? Why? Do you diet by not eating or by cutting down on high-calorie foods?
6. Do you know what a calorie is?
7. If you smoked cigarettes, when did you smoke? Why? How did it feel?
8. If you drank alcohol, when did you drink? How much? Why? How did you feel?
9. Did you drink alone or with others? Did you drink and then drive?
10. What kind of exercise did you get? Alone or with others?
11. How did you feel before and after? Alone or with others?
12. How many foods which contain sugar did you eat? How did you feel?
13. Did you use any drugs during this period? What kinds? How did they make you feel? Alone or with others?
14. Did you smoke, drink or use drugs at school? At home? Elsewhere?
15. What pressures did you feel as a female or a male to do any of the things you did (eat certain foods, not eat, smoke, drink, etc.) while you were keeping your health log?

It is not, of course, necessary for all students to answer all of these questions in front of the group. The facilitators should help students to see that they are making certain choices which then have certain effects on their physical well-being.

C. Hand out copies of "Facts and Fiction About Nutrition." Allow the group ten minutes to fill this out, then go over the answers.

D. Show the film "Eating on the Run," or an alternate film, and discuss.

III. Lunch: 12:30 - 1:30 PM

IV. Free Time: 1:30 - 2:30 PM

One of the benefits of a weekend retreat is that participants get to know each other in ways different from those of a classroom setting. New relationships often develop during free time. The facilitators can use this break to talk to students, relax, or prepare for later activities.

V. Afternoon Workshop--Body Image and Attitudes: 2:30 - 5:30 PM

A. Introductory discussion: The facilitators lead a discussion exploring feelings and attitudes about one's physical appearance.

1. Do you agree that there is a great deal of pressure on adolescents to be physically attractive, to have the "right" body build to attract the opposite sex--in other words, to be sexually attractive?

2. How do you feel about your physical appearance? Do you compare yourself to other males or females of your age?

3. If you date, does it matter if your date is "good-looking"?

4. What kinds of things bother you about your body and your physical appearance?

5. What kinds of things make you feel good about your body and your physical appearance?

B. Body-image exercise:

1. The facilitators hand out a sheet of paper and a pencil to all students. Ask them to describe the "perfect" male or

female teenager in terms of physical appearance, or what they would like to look like. Give them fifteen minutes to draw or to describe in words their ideal person.

2. When they have finished this activity, ask students to write a description of what they themselves actually look like. Tell them to pretend they are writing this description to a person who has never seen them. Allow ten minutes for this activity.

3. Ask students to volunteer to read their descriptions of the "perfect" person. List on the chalkboard or a sheet of newsprint the differences among the females and males. Were there any similarities? Discuss these.

4. (Optional) Have the students pass their self-descriptions, without signing their names on the paper, to the facilitators. The facilitators read the self-descriptions aloud to the group, and have participants try to identify the person being described. Discuss the discrepancy between how a student sees him/herself and how others see him/her, if there is a difference.

C. Continuum dating exercise:

1. The facilitators explain that an imaginary line across the center of the room is a continuum, one end representing "the least important," and the other end representing "the most important." For each statement that the facilitator reads aloud, each student should position him/herself along the line at a point which best represents how he/she feels about that statement. Allow one minute for each question.

2. Statements about dating the opposite sex:

   It matters if my date drinks alcohol.
   It matters if my date smokes cigarettes.
   It matters if my date likes athletics and outdoor activities.
   It matters if my date is tall, short, slender, beefy.
   It matters if my date is healthy.
   It matters if my date wears glasses.
   It matters if my date is sexy.
   It matters if my date has acne.
   It matters what color hair my date has.

   Have the students add some of their own statements.

3. After the exercise the facilitators should lead a discussion. How did participants feel about where they placed themselves

on each issue? Were they surprised? Was it difficult to make a decision? Did they feel that they shouldn't feel the way they did?

VI. Free Time (including preparing dinner): 5:30 - 7:00 PM

VII. Dinner: 7:00 - 8:30 PM

VIII. Clean-up: 8:30 - 9:00 PM

IX. Films (on alcohol or nutrition): 9:00 - 10:30 PM

A. The facilitators should choose one or two films from Suggested Resources and show them at this time. Allow time for informal reactions and discussion.

B. If no films are available for this time, continued discussions on earlier topics could be substituted. Another alternative would be to play games from New Games (see Suggested Resources). The facilitators should be sensitive to group needs and see if the students would like recreation, discussion, or films.

Sunday Morning

I. Breakfast: 9:00 - 10:00 AM

II. Free Time (packing and clean-up or church): 10:00 - 11:30 AM

III. Activity (depending upon the size of the group)--Strength Bombardment: 11:30 AM - 1:00 PM

A. The purposes of this exercise are to give participants positive feelings about themselves and other group members and to strengthen students' involvement in the group through risk taking.

B. The title refers to the way in which participants are "bombarded" with written positive feedback by the rest of the group.

C. Instructions: Group members should be seated in a circle, each with a piece of paper and a pen. Each person puts his/her name at the top of a sheet of paper. The papers are handed to the left around the circle until every person has had every other person's paper. On each sheet, group members write some positive impression about the person whose paper they have. They are not to look at what other people have written. Give people as much time as they need. The students should take a moment to look carefully at the person they are writing about before beginning. When everyone is done, the papers are returned to their owners.

IV. Review and Closure: 1:00 - 1:30 PM

After strength bombardment most students are feeling very good. At this time, it is useful to briefly review the weekend. Ask students to talk about how they are feeling about their experiences, what they liked and what they didn't like. How are they feeling about the group as a whole? Did they change their feelings about anyone in the group over the weekend? Be sure, as in all processing during training, that facilitators participate personally in the discussion.

The facilitators should point out the risks that students took together during the retreat. At the next training session, include students who were unable to attend the retreat, to help them become a part of the group closeness that has developed. (Make sure they get copies of all the materials handed out during the weekend.)

V. Going Home: 1:30 PM

SUGGESTED RESOURCES:

Books: Abrahamson, E. Body, Mind and Sugar. New York: Avon Publishers, 1975.

Fluegelman, A., ed. New Games. New York: Doubleday and Co., 1976.

Simon, S. B.; Howe, L. W.; Kirschenbaum, H. Values Clarification. New York: Hart Publishing Co., Inc., 1972.

Whitney, Julie. Curriculum Guide for Health Education: Nutrition. Washington, D.C.: National Catholic Education Association, 1978.

Films: "Balancing Act," available from West Glen Films, a division of West Glen Communications, Inc., 565 Fifth Avenue, New York, NY 10017.

"Eat, Drink, and Be Wary," available from Churchill Films, 662 N. Robertson Boulevard, Los Angeles, CA 90069.

"Eating on the Run," available from Alfred Higgins Film Productions, 9100 Sunset Boulevard, Los Angeles, CA 90069.

Articles and Pamphlets: Bruch, Hilde. Psychosomatic Aspects of Malnutrition During Adolescence. Postgraduate Medicine, May 1970, pp. 98-103.

Food Fitness. Blue Cross Association, Vol. XXIV, No. 1, Chicago, Ill., 1973.

HANDOUTS
(3)

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HEALTH QUESTIONNAIRE

1. Do you drink alcoholic beverages? In what quantities daily, weekly?
2. Do you smoke cigarettes? How many daily?
3. Do you use other drugs (including aspirin and prescription drugs)? What and how often?
4. Do you drink soft drinks? How many daily, weekly?
5. Do you usually eat breakfast?
6. Do you think you eat a well-balanced diet each day?
7. Do you brush your teeth daily?
8. How often do you go to a dentist?
9. How often are you sick enough to stay home from school or work?
10. How many sweets (candy bars, cake, cookies, doughnuts) do you eat daily, weekly?
11. How often do you get physical exercise? What kinds?
12. How many hours of sleep per night do you get?
13. Do you consider yourself underweight or overweight? By about how many pounds?
14. Do you drink coffee or tea? How many cups a day?
15. What do you do when you feel under a lot of tension?
16. Do you think you are a healthy person?
17. Did you learn anything about yourself by keeping your health log?
18. How often do you get headaches?
19. Do you sleep well at night?
20. How many meals a week do you eat at home?

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FACTS AND FICTION ABOUT NUTRITION*

Mark each statement true or false.

_____ 1. Nutrition is one factor which affects height and skeletal structure.

_____ 2. The amount of activity that you do affects your body weight and how many calories you need in your daily diet.

_____ 3. You have to eat special foods to lose weight.

_____ 4. Teenagers need four or more daily servings of fruits and vegetables.

_____ 5. A calorie is a measure of energy, reported in terms of heat.

_____ 6. Two servings of foods in the meat group, including dried beans, peas, nuts or peanut butter, supply about one-half the daily amount of protein recommended for teenagers and adults.

_____ 7. Cholesterol is an essential part of many cells.

_____ 8. Cola drinks contain empty calories.

_____ 9. Pregnant women need an increase of protein in their diets.

_____10. Milk is one of the most important foods to include in a reducing diet.

_____11. The best way to lose weight and to still have good nutrition is to eliminate all bread and cereals.

_____12. Protein in the diet provides energy for a longer time than sugar.

_____13. Craving for sweets may be an indication of a faulty diet.

_____14. Pasteurization of milk gives milk more calories.

_____15. Poor nutrition may make a person susceptible to infectious diseases.

_____16. Good nutrition may increase the length of your life.

_____17. Fatness can be inherited.

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* From Curriculum Guide for Health Education: Nutrition by Julie Whitney. Washington, D.C.: National Catholic Education Association, 1978.

FACTS AND FICTION ABOUT NUTRITION
(continued)

_____18. Amino acids are a harmful substance found in food.

_____19. The iron requirement is higher for rapidly growing boys and girls and for pregnant women than for adults who are not pregnant.

_____20. Vitamins aid the body tissues in using their building and maintenance materials.

_____21. Teenagers need four or more daily servings of milk or milk products.

_____22. Very active adolescent boys and girls may need extra food energy furnished by desserts.

_____23. We should try to use the liquid in which vegetables are cooked because it contains valuable minerals and vitamins.

_____24. Skipping breakfast can result in a decrease in work rate and ability.

_____25. Snacks are never necessary for good nutrition.

_____26. Malnutrition in pregnancy may cause low birth weight.

_____27. Poor nutrition may contribute to unhealthy teeth and gums.

_____28. Malnutrition during pregnancy may lead to mental retardation in the infant.

_____29. Everyone needs to take vitamin pills in order to have good nutrition.

_____30. Soft foods are better for your teeth than foods such as apples, raw vegetables or popcorn.

ANSWERS

(1) true, (2) true, (3) false, (4) true, (5) true, (6) true, (7) true,
(8) true, (9) true, (10) true, (11) false, (12) true, (13) true,
(14) false, (15) true, (16) true, (17) false, (18) false, (19) true,
(20) true, (21) true, (22) true, (23) true, (24) true, (25) false,
(26) true, (27) true, (28) true, (29) false, (30) false.

WEEK #5
SESSION #7

DRUG USE AND ABUSE

PURPOSE:

To familiarize participants with facts and issues related to drug use and abuse
To explore values and attitudes around drug use
To discuss methods of crisis intervention for helpers; to know when to get professional help for a person abusing drugs

MATERIALS:

Films from Suggested Resources
16-mm projector and movie screen
Copies of "Do You Know the Real Score?"
Copies of "Score-It-Yourself Quiz"
Copies of "Sharing Views and Values About Drugs"
Music for centering, and tape recorder or phonograph

INTRODUCTION:

Although this session has been set aside to examine drug use and abuse, it is highly recommended that the facilitators make use of their local resources and ask a trained and qualified team of drug specialists to present this session as a workshop. Possible contacts offering this service would be mental health agencies, drug and alcohol rehabilitation centers, local police departments, youth service bureaus, local health centers and hospitals, local chapters of Alcoholics Anonymous, Alateen, or other self-help groups, drug crisis centers and physicians, the Visiting Nurse Association, psychologists, or university extension services.

This could be done as a special community offering or a training session for the entire network, rather than being presented in three separate training sessions. It could be held before this training session, in which case this week's session would be a review and discussion of the workshop.

ACTIVITIES:

If a separate workshop is held before this session, the following activities are offered as alternatives for this training time:

I. Centering Activity

The facilitators should play a relaxing piece of music which one of the students has brought in.

II. Drug Experience Sharing

The facilitators should choose either A. or C. as an activity to do at this time.

A. Participants go around the group and share information about what drugs they have used (remember to include alcohol, nicotine, caffeine and prescription drugs), what experiences they have had with them, and how they feel about these drugs. Do they feel they have hurt their bodies? The facilitators should also participate in this. This is a very sensitive issue, but after sharing, most participants feel increased trust and honesty within the group. This could also be done at a network meeting.

B. The facilitators lead a discussion about feelings the participants had, asking the following questions:

   1. How did it feel to be sharing such a sensitive issue?

   2. What did you learn about other people's values? Your own?

   3. Were you surprised by anything shared?

   4. Did your feelings about any person in the group change?

C. The facilitators hand out copies of "Sharing Views and Values About Drugs." Divide the group into smaller groups of five-six people and discuss these questions. Appoint a recorder for each group. After 45 minutes or so, participants should assemble in the large group.

III. Discussion of Local Issues

A. Is drug use a problem in your school?

B. Is drug use a problem in the community?

C. What age groups are involved?

D. Can anything be done about it?

E. How does peer pressure affect a student's choices?

F. Is alcoholism a community problem?

G. What can children of alcoholic parents do?

IV. Film

The facilitators can show a film (see Suggested Resources) and lead a discussion following the film.

V. Questionnaires

Distribute "Do You Know the Real Score?" and "Score-it-Yourself Quiz" (see Handouts) and discuss participants' responses. The former questionnaire is for adults, the latter for students.

VI. Homework for Facilitators

A. Seek out qualified persons to present a workshop on drug use and abuse (see Introduction, p. 106).

B. Duplicate the material on "Characteristics of an Effective Helper" (section II, Session #8) and "Relating to Others" (section V, Session #8). (Duplicating this material is optional; facilitators could also post it on a chalkboard before Session #8 begins.)

C. Duplicate "Interpersonal Relationship Scale" (see Handouts, Session #8).

D. Duplicate "Feelings Continuum" (see Handouts, Session #8).

E. Plan role-play situations illustrating the "Feelings Continuum." Tape-record them (optional).

SUGGESTED RESOURCES:

Books: Baker, E. E., ed. Physicians' Desk Reference. Oradell, N.J.: Medical Economics Company, 1978.

Michigan Department of Social Services. Overdose Aid. Chpts. 1, 2, and 8, n.d.

Oakley, S. R. Drugs, Society, and Human Behavior. St. Louis, Mo.: The C. V. Mosby Company, 1972.

Films: "Ninety-nine Bottles of Beer," 23 minutes. Available from Vermont Alcohol and Drug Information Clearinghouse, Montpelier, VT 05602.

"Chalk Talk--Part I," 30 minutes. Available from Vermont Alcohol and Drug Information Clearinghouse, Montpelier, VT 05602.

"Five Drinking Drivers," 30 minutes. Available from Vermont Alcohol and Drug Information Clearinghouse, Montpelier, VT 05602.

"Are Drugs the Answer?", 20 minutes. Available from Vermont Alcohol and Drug Information Clearinghouse, Montpelier, VT 05602.

"Almost Everyone Does," 14 minutes. Available from Vermont Alcohol and Drug Information Clearinghouse, Montpelier, VT 05602.

"Lindsey," 25 minutes. Available from Vermont Alcohol and Drug Information Clearinghouse, Montpelier, VT 05602.

"Meeting," 30 minutes. Available from Vermont Alcohol and Drug Information Clearinghouse, Montpelier, VT 05602.

"Psychoactive," 20 minutes. Available from Vermont Alcohol and Drug Information Clearinghouse, Montpelier, VT 05602.

Pamphlets: Do It Now Foundation, P.O. Box 5115, Phoenix, AZ 85010.
Drug Survival News Pamphlets on various drugs.

LOCAL RESOURCES:

HANDOUTS
(3)

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the original document was blank.

SHARING VIEWS AND VALUES ABOUT DRUGS

1. Do you use drugs (including alcohol)?
2. Have you ever used drugs?
3. Do you think you will always use drugs?
4. If you have (or had) children, how would you react if they were using drugs? At what age would your child be when drug use would make a difference to you?
5. What do you consider to be drug abuse?
6. Are you aware of drug use during school hours at your high school?
7. How does it manifest itself?
8. How do your classroom teachers react to its use in school?
9. How do your school administrators react to its use in school?
10. What are some possible reasons behind drug use at school?
11. Other questions?

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DO YOU KNOW THE REAL SCORE ? (for adults)

If you are wondering whether your drinking pattern or that of someone you know may portend trouble, the following test published in the new San Francisco Guide on Alcoholism could be helpful.

If you answer "yes" to any three of the 30 questions, the council warns, you may already be in trouble with your drinking.

_____ 1. Do you require a drink the next morning?

_____ 2. Do you prefer (or like) to drink alone?

_____ 3. Do you lose time from work for drinking?

_____ 4. Is your drinking harming your family in any way?

_____ 5. Do you crave a drink at a definite time daily?

_____ 6. Do you get the inner shakes unless you continue drinking?

_____ 7. Does drinking make you irritable?

_____ 8. Does drinking make you careless of your family's welfare?

_____ 9. Have you thought less of your husband or wife since drinking?

_____10. Has drinking changed your personality?

_____11. Does drinking cause you bodily complaints?

_____12. Does drinking cause you to have difficulty in sleeping?

_____13. Has drinking made you more impulsive?

_____14. Have you less self-control since drinking?

_____15. Has your initiative decreased since drinking?

_____16. Has your ambition decreased since drinking?

_____17. Do you drink to obtain social ease? (In shy, timid, self-conscious individuals)

_____18. Do you drink for self-encouragement or to relieve marked feelings of inadequacy? (In persons with feelings of inferiority)

DO YOU KNOW THE REAL SCORE ?
(continued)

_____19. Has your sexual potency suffered since drinking?

_____20. Have you shown marked dislikes and hatreds since drinking?

_____21. Has your jealousy, in general, increased since drinking?

_____22. Do you show marked moodiness as a result of drinking?

_____23. Has your efficiency decreased since drinking?

_____24. Are you harder to get along with since drinking?

_____25. Have you turned to an inferior environment since drinking?

_____26. Is drinking endangering your health?

_____27. Is drinking affecting your peace of mind?

_____28. Is drinking jeopardizing your business?

_____29. Is drinking clouding your reputation?

_____30. Have you ever had a complete loss of memory while or after drinking? (Blackouts)

SCORE-IT-YOURSELF QUIZ (for students)

	YES	NO
1. Do you lose time from school because of drinking?	___	___
2. Do you drink to lose shyness and build up self-confidence?	___	___
3. Is drinking affecting your reputation?	___	___
4. Do you drink to escape from study or home worries?	___	___
5. Does it bother you if somebody says maybe you drink too much?	___	___
6. Do you have to take a drink to go out on a date?	___	___
7. Do you ever get into money trouble over buying liquor?	___	___
8. Have you lost friends since you've started drinking?	___	___
9. Do you hang out now with a crowd where stuff is easy to get?	___	___
10. Do your friends drink less than you do?	___	___
11. Do you drink until the bottle is empty?	___	___
12. Have you ever had a loss of memory from drinking?	___	___
13. Has drunken driving ever put you into a hospital or a jail?	___	___
14. Do you get annoyed with classes or lectures on drinking?	___	___
15. Do you think you have a problem with liquor?	___	___

WEEK #6
SESSION #8

RELATING TO OTHERS:
LEVELS OF FEELING AND HOW TO INTERPRET THEM

PURPOSE:

To examine the characteristics of an effective helper/communicator
To look at the ways in which trainees relate and communicate with other people
To practice listening for different levels of feelings expressed by a person

MATERIALS:

Large newsprint pad and felt-tipped pens or chalkboard
Copies (optional) of "Characteristics of an Effective Helper"
Copies (optional) of "Relating to Others"
Copies of "Interpersonal Relationship Scale"
Copies of "Feelings Continuum"

TIME REQUIRED:

3 hours

INTRODUCTION:

This session focuses on recognizing another person's feelings, whether expressed verbally or nonverbally. Students continue their listening-skills training by becoming aware that when people are speaking they may avoid their feelings altogether, describe them intellectually, or express them clearly and simply. Trainees will practice listening for these three different levels of communication. They will also examine the ways they relate to other people and what makes a more effective helper.

ACTIVITIES:

I. Centering Activity

Have participants close their eyes and imagine they are on their favorite beach with the sun shining and the waves lapping at the shore. Have them try to feel the sun, smell the air and hear the water. When they are ready they open their eyes and return to their surroundings.

II. The Characteristics of an Effective Helper[1]

The facilitators describe the following characteristics and answer any questions trainees may have. It is useful to make copies of this list to hand out to each group member.

A. Warmth and caring: These two characteristics mean showing a concern and friendliness and valuing of the other person. Caring does not mean taking care of. Remember, one of the major tenets of the helping process is that the helper does not take the responsibility for the other person, but helps him/her to take charge of his/her own life.

B. Openness: This means essentially that the helper shares how he/she is feeling about what is happening during the helping exchange--how the helper sees the other person and what effect that person is having on the helper. When the helper acknowledges his/her feelings, it is called "owning one's feelings."

C. Positive regard and respect: This means showing respect for the individual and his/her worth as a human being.

D. Concreteness of expression: It is important to be very specific during the helping process, from exploring feelings to going through problem-solving steps.

III. The Characteristics of an Effective Communicator

A. The facilitators describe the following five interpersonal components of an effective communicator.

1. An adequate self-concept or strong self-image (probably the single most important factor affecting people's communication with others);
2. The ability to be a good listener (a skill which has received scant attention until recently);
3. The skill of expressing one's ideas and thoughts clearly;
4. Being able to cope with one's emotions, particularly one's angry feelings, and to express them in a constructive way;

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[1] Adapted from "The Characteristics of an Effective Helper," in Counselor Training: Short-term Client Systems by Beth Jacobs. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

5. The willingness and ability to disclose oneself to others truthfully and freely.

B. Discuss these characteristics and tie them in with the characteristics of an effective helper (section II, above).

IV. Interpersonal Relationship Scale

The facilitators hand out the "Interpersonal Relationship Scale" and explain how this activity gives the students a chance to look at the ways in which they relate to others. Emphasize that there is always room to grow in developing more satisfying relationships.

A. Give the students ten minutes to complete the form.

B. After the form is completed, have the trainees divide up into groups of three and discuss the following for each person:

1. Do the other trainees perceive your way of relating to others the same way you do?

2. What could you begin doing to change your style of relating to others so that it more nearly matches the way you would like to be?

Instruct the students to jot down these comments in their journals.

V. Relating to Others

The facilitators point out the following factors that can affect a helping relationship in addition to those previously mentioned. It is helpful to list these on the chalkboard or a large newsprint pad where everyone can see them, or to hand out copies to the group.

A. Body language: Many different feelings are expressed through body language. A helper can express warmth and caring by sitting directly facing the person he/she is helping, leaning forward slightly, sitting in a relaxed position, and not fiddling nervously (tapping foot, fingers, etc.).

B. Affect or emotional tone: Putting appropriately warm feelings into one's voice, gestures, and posture is important.

C. Tone of voice: An even, calm, slow, and distinct tone of voice encourages trust. Often students, in their zeal to help, express nervousness, speak too quietly (or too loudly), or speak too quickly--which transfers anxiety to the person they are helping.

D. Eye contact: Direct eye contact is very important, as long as one does not grind the other person into the ground with one's stare.

E. Setting: The place where the two people meet can affect how people respond and feel. Privacy, an informal atmosphere (not in a guidance office, for instance), and physical comfort are important elements to keep in mind.

VI. Levels of Expression of Feeling[2]

A. The facilitators introduce the concept of different levels of expression of feelings (see Handouts, "Feelings Continuum").

B. List and explain the three levels of expression of feelings as presented on the "Feelings Continuum."

C. The facilitators role play a situation for two or three minutes (e.g., something they are concerned about that day) illustrating Level 1 (speaker only offers intellectual information).

D. The facilitators repeat a description of Level 2 and role play a situation illustrating Level 2 (speaker talks about feelings vaguely, in the past or future, or acts as if they belong to someone else, not him/her).

E. The facilitators repeat a description of Level 3 and role play a situation illustrating Level 3 (speaker identifies feelings, talks in the present, and expresses appropriate intensity).

F. The facilitators then role play situations illustrating each of the three levels (in mixed order) and ask students to identify which level of expression of feelings it is and why.

G. The facilitators should plan their role-play situations ahead of time to make sure they clearly illustrate the appropriate levels of feelings. If there is time, students can practice these levels through role plays. Be sure to allow time for group feedback.

VII. End of the Session

Practicing the new skills presented in this session may leave many students feeling bewildered and anxious about their performance.

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[2] Adapted from "Levels of Expression of Feeling," in Counselor Training: Short-term Client Systems by Beth Jacobs. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

The group leaders should be very supportive of students and make sure everyone gets role-play practice, even if students are shy or embarrassed. Stress that caring and warmth come from within and that listening skills need to be practiced and can be learned by anyone with time and interest.

VIII. Homework for Facilitators

A. Type up and make copies of prioritized issues from first network session to distribute at second network session.

B. Plan refreshments for network meeting.

C. Duplicate copies of the "Equity Questionnaire" (Handout, Session #9).

D. Assemble paper, masking tape, straight pins, and pens for network meeting.

E. Choose an article or poem for the centering activity.

F. Assign buddies (one student, one school staff member and one community member in each "system").

G. Duplicate copies of the change strategy steps from section III, Session #9 (optional; this material could also be posted on a chalkboard).

H. Assemble copies (if ordered) of A Student Guide to Title IX and/or Cracking the Glass Slipper (see Suggested Resources, Session #9) for distribution during Session #9.

SUGGESTED RESOURCES:

Books: Jacobs, Beth. Counselor Training: Short-term Client Systems. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

Combs, Arthur. Helping Relationships: Basic Concepts for the Helping Professions. New York: Allyn and Bacon, 1971.

Freed, A. T.A. for Teens and Other Important People. Sacramento, Calif.: Jalmar Press, 1976.

Johnson, David. Reaching Out. Interpersonal Effectiveness and Self-Actualization. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Jones, J. E., and Pfeiffer, J. W., eds. The 1977 Annual Handbook for Group Facilitators. La Jolla, Calif.: University Associates, Inc., 1977.

LOCAL RESOURCES:

HANDOUTS
(2)

INTERPERSONAL RELATIONSHIP SCALE

Trainee's name____

For each of the items listed below, circle the number that you think best describes the degree to which the statement "fits" you.

Complete this form quickly, without thinking too much about your responses.

Example:

In this example, the trainee feels that he/she has a good, but not great, sense of humor:

(a) Sense of humor:

Very bad 1 .. 2 .. 3 .. [✓ 4] .. 5 .. 6 .. 7 Very Good

1. Awareness of the feelings of others:

   Unaware 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 Aware

2. Ability to listen to others in an understanding way:

   Low 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 High

3. Tolerance of differences in others:

   Low 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 High

4. Tendency to trust others:

   Suspicious 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 Trusting

5. Tendency to seek close personal relationships with others:

   Low 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 High

6. Ability to influence others:

   Low 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 High

7. Expression of affection and warmth to others:

   Rarely 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 Often

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the original document was blank.

INTERPERSONAL RELATIONSHIP SCALE
(continued)

8. Reaction to expression of affection and warmth from others:

Low tolerance 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 High tolerance

9. Reaction to opposing opinions of others:

Low tolerance 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 High tolerance

10. Reaction to conflict and antagonism from others:

Low tolerance 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 High tolerance

11. Reaction to others' comments about your behavior:

Reject 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 Welcome

12. Willingness to discuss your feelings/emotions with others:

Unwilling 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 Willing

13. Level of self-understanding:

Low 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 High

14. Level of self-esteem:

Low 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 High

15. Level of openness:

Reveal little of myself 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 Reveal much of myself

16. Degree of peace of mind:

Restless and dissatisfied 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 Calm and at peace

17. Level of aspiration:

Low 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 High

INTERPERSONAL RELATIONSHIP SCALE
(continued)

18. Degree of versatility:

Can do only a few things well 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 Can do many things well

19. Expression of anger:

Repress it 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 Express it openly

20. Clarity in expressing thoughts:

Vague 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 Clear

21. Degree of independence:

Low 1 .. 2 .. 3 .. 4 .. 5 .. 6 .. 7 High

FEELINGS CONTINUUM *

The closer a person can come to being truly expressive about his/her feelings, the more effectively can problems be addressed.

Below is a general outline of the ways in which people are aware (or unaware) of the real feelings that they are having. Remember that these feelings are on a continuum, and are not necessarily stuck at a specific level.

	LEVEL 1 - AVOIDANCE	LEVEL 2 - DESCRIPTIVE	LEVEL 3 - EXPRESSIVE
1.	Speaker offers only cognitive information.	Talks intellectually about his/her own feelings as though he/she were not the person having them.	Clearly identifies his/her feelings and expresses them with appropriate intensity.
2.	Speaker sees feelings as coming from other people or situations, not from him/herself.	Talks in past or future terms about feelings, rather than in the here and now.	Acknowledges the intensity of his/her feelings.
3.	Speaker will not express his/her feelings.	May talk about feelings, but does so in a vague manner with little intensity.	Expresses feelings in the here and now (including feelings toward the listener).

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* Adapted from "Feelings Continuum," in Counselor Training: Short-term Client Systems by Beth Jacobs. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

NETWORK SESSION #2

By this time the three training groups have completed the introductory part of the program. They have become familiar with each other within their own peer groups and have begun both helping-skills training and an examination of sex-role attitudes in the school and community.

This second joint meeting begins to solidify the network. Task groups will choose one issue, of concern to all members, that affects local teenagers. Each task group will then begin to plan for the changes around this issue that will directly increase opportunities for local youth to fulfill their potential. Since each task group has students, school staff, and community members, there is the opportunity for adults and youth to work together as equals to implement change. The interaction between students and adults should increase the feelings of competence on the part of young people and promote mutual respect between adults and students.

WEEK #6
SESSION #9

INCREASING COMMUNICATION IN AND COMMITMENT TO THE NETWORK

PURPOSE:

To continue getting to know each other
To increase commitment within the network
To begin planning change strategies
To initiate a buddy system among participants
To introduce educational equity

MATERIALS:

Notebook-sized paper and a pencil for each participant
Masking tape or straight pins
Newsprint pad and felt-tipped pens for each small group
Refreshments
Copies of the "Equity Questionnaire"
Copies of A Student Guide to Title IX (if available)
Copies of the prioritized issues list from the first network meeting
Copies of change strategy steps (optional)
Copies of Cracking the Glass Slipper (if available)

TIME REQUIRED:

3 hours

INTRODUCTION:

By this session individual group members have met in their own peer training groups at least five times since the first network meeting. This period included one student weekend retreat and an informal pot-luck dinner or a similar activity for the community and school staff groups.

Now it will be necessary to re-introduce network members to each other and to increase intergroup sharing and trust. This can be accomplished by assigning buddies and continuing the small groups. This session should also increase group commitment to the program, which can be accomplished by focusing on common concerns that members have already identified, and by beginning strategies for changing youth problems which exist in the school or community.

ACTIVITIES:

I. Centering Activity

The facilitators should bring in to share with the group an article or a poem that focuses on an issue common to the network, such as rural youth values, a recent local school problem or community concern, or sex-role pressure on adolescents.

II. Re-introduction Exercise:[1] "Who Am I?"

A. The facilitators should give each participant a notebook-sized sheet of paper and pencil and a piece of masking tape or a straight pin. Allow the group ten minutes to write down five important characteristics of themselves and then have them attach the paper to their shirtfronts. Instruct them to move around the room without speaking, stopping to read other people's papers. Every two minutes they should move on to a different group member. After from five to eight nonverbal "meetings" have occurred, ask participants to return to two or three people they would like to get to know better. At this time, they may verbally ask more about each person they have selected.

B. Briefly discuss the exercise and check to see how group members are feeling.

III. Task Group Discussions

A. The facilitators should ask participants to break into their assigned small groups (the same as in the first network session). The list of prioritized issues is then distributed to each group.

B. Again, have each group select a group recorder (someone other than the person who served in this capacity at the last network session) to write down the progress of this meeting.

C. The first task for the group at this time is to select (by consensus decision-making) one issue from the topics of concern. This should be a major concern of the entire group until the end of the training sessions and perhaps afterwards. Instruct the groups to spend no more than 15 minutes on this task.

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[1] Adapted from "Who Am I?: A Getting-Acquainted Activity," in A Handbook of Structured Experiences for Human Relations Training, Vol. I, J. W. Pfeiffer and J. E. Jones, eds. San Diego, Calif.: University Associates, Inc., 1972. Used with permission.

D. After the primary issue is identified, group members will proceed to plan strategies to deal positively with their selected concern. The facilitators should write the following steps on the chalkboard or newsprint pad, or duplicate the list and hand out a copy to each group, so that the steps are visible to all groups.[2]

1. Choose the issue of concern.
2. Discuss what needs to be changed.
3. Decide what, if any, information needs to be gathered about the problem.
4. Think about who else in the school or community might be supportive to your group in helping to develop a change strategy around this issue.
5. Think about who might block your efforts to improve this problem.

E. The facilitators should focus the discussion with such questions as:

1. Why is this issue important to everyone in the group?
2. How are individual group members affected by it?
3. Does the group want to change something to affect this issue?
4. Is this a school issue? A community issue?
5. Is this something that can be changed by the group?

F. At the end of 45 minutes the facilitators should ask the groups to begin to assign tasks to each member, based on decisions made during the session.

G. After this the whole network reconvenes (refreshments can be served at this time), and each group shares the issues it has selected and the results of the meeting.

H. Either the facilitators or the group recorders should make copies of the issue chosen, decisions reached, and tasks assigned in each small group. These can be distributed at the next training session.

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[2] Adapted from Implementing Title IX and Attaining Sex Equity in Education by S. McCune. Washington, D.C.: Resource Center on Sex Roles in Education, 1978. Used by permission of the Council of Chief State School Offices.

IV. The Buddy System

A. One of the features of the network that can be used to strengthen it is the buddy system. Student trainees are paired with one school staff person and one community member at this meeting for the following purposes:

1. The adult serves in a supervisory capacity if the student becomes a peer advisor or a Big Brother or Big Sister to a younger student.

2. Having adult supervision from both within and without the school will make a student program more palatable to the administration and/or school board because parents and school staff are involved.

3. Individuals in the network get to know each other better on a one-to-one basis. Adults who might not have any close relationships with youth now have at least one student with whom they can meet informally and share experiences. Adolescents who may only know adults through a parent-child or teacher-student relationship can exchange on a more equal basis.

B. The facilitators can assign student-adult buddies, or ask the students to express their preferences. If a relationship is not satisfactory, buddies can be changed, but it is useful to work through any initial discomfort.

C. Once the system is initiated, participants should be encouraged to meet on a regular basis, both formally and informally. Students may be hesitant to contact their adult buddies, and the community members and school staff should make the extra effort to establish this relationship. If community members find it difficult to maintain contact, and students spend more time with their school staff buddy, it is important to take the time to work this out. Community adults can invite students to their homes, give them rides home from network meetings, sit in on their training evaluations, or just give them a phone call to see how they are doing.

D. The facilitators should make a list of buddies and give a copy to each group member at the next training session, listing phone numbers and addresses for each person.

V. Steering Committee

At this time the group should appoint a steering committee made up of one of the facilitators, one of the community members, one of the school staff, and two students. The committee can continue as the organizational model for leadership after training is over (see Session #20), if that is the network's decision. At this time, however, the purpose of the committee is to be a resource for the facilitators as they plan and implement the training program.

VI. Educational Equity in the School

A. The facilitators should briefly discuss the concept of educational equity (refer to Glossary and Facilitator's Guide) and mention that the next network meeting will focus on federal legislation aimed at improving equity in the school systems.

B. The facilitators hand out a copy of the "Equity Questionnaire" to all participants. Ask them to fill it out and return it in about ten minutes. The facilitators should tally the responses later and present them at the third network meeting.

C. If the facilitators have ordered and have copies of A Student Guide to Title IX or Cracking the Glass Slipper hand them out now to be read and studied over the next couple of weeks.

VII. End of the Session

Group members should know everyone else's name by now, feel a part of the network, and have a commitment to the group and its goals. The direction that the network is taking may still be unclear to some participants at this point, but if members feel a bond with each other and firmly believe in expanding options for youth in their community, they are headed in the right direction.

If there is a noticeable decrease in attendance at this session, facilitators should attempt to learn the cause by calling those people who did not attend. (This task could be delegated to network members as well.) If people have dropped out for transportation or scheduling reasons, perhaps those problems can be worked out. If, however, someone has dropped out because the program did not meet his/her expectations, the facilitators should try to find out just what the expectations were; it is possible that the program fits the expectations more than the person thinks.

In any case, facilitators should not be discouraged by dropouts. The participants who remain represent a dedicated core group of workers for the tasks ahead.

VIII. Homework for Facilitators

A. Make a list of the issue, the decisions reached, and the individual tasks for group members decided on in this session by each small group. Duplicate and hand out at the next training session.

B. Make a list of buddies, with addresses and phone numbers for each person, duplicate, and distribute at the next training session.

C. Make arrangements for films, 16-mm projector, and movie screen for the next session.

D. Plan role plays for section III, Session #10. Tape-record them (optional).

E. Duplicate "Responding to Feelings Continuum" (Handout, Session #10).

SUGGESTED RESOURCES:

Books: Stanford, G., and Roark, A. Human Interaction in Education. Boston: Allyn and Bacon, 1974.

McCune, S. Implementing Title IX and Attaining Sex Equity. Washington, D.C.: Resource Center on Sex Roles in Education, 1978.

Sadker, M. A Student Guide to Title IX. Washington, D.C.: Resource Center on Sex Roles in Education, 1978.

Verheyden-Hilliard, M. Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your School. Washington, D.C.: Project on Equal Education Rights, 1978.

LOCAL RESOURCES:

School Title IX Coordinator

Regional Title IX Coordinator

Governor's Commission on Status of Women

HANDOUTS
(1)

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EQUITY QUESTIONNAIRE

		YES	NO
1.	Are you aware of the existence of a federal law prohibiting sex discrimination in public schools?		
2.	Do you know what sexism is?		
3.	Are you aware of any sex discrimination at your high school?		
4.	If so, in what areas?		
5.	Are you aware that there are career education services at your high school?		
6.	Do you think that women are encouraged in one direction and men in another direction in career choices at your high school?		
7.	Do you feel that there is athletic equality at your school? For instance, do males and females have the same access to locker room, equipment and athletic activities?		
8.	Are there courses at your school open only to men or only to women? If so, what are they?		
9.	Are males and females treated equally in school courses? In assignments, class activities, use of materials, equipment and facilities? If not, in what areas do you see inequality?		
10.	Have you ever heard of Title IX?		
11.	If you have, what is it?		
12.	Do you know the Title IX Coordinator for your high school district?		
13.	Would you know how to file a complaint if you felt there was sex discrimination at your high school?		
14.	Would you attend a workshop about sex discrimination (including federal laws, student rights, community awareness) if it were offered in your town?		

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WEEK #7
SESSION #10

RESPONDING TO FEELINGS, SEX-ROLE EXPECTATIONS

PURPOSE:

To review the second network meeting
To practice responding on a deeper level to feelings through role playing.
To learn there are different levels of responding to feelings
To increase awareness of the pressures of sex-role expectations

MATERIALS:

Films: "Growing Up Female" and "Men's Lives" or other films (see Suggested Resources)
16-mm projector and movie screen
Copies of "Responding to Feelings Continuum"
Copies of the list of buddies in the network
Copies of issues and tasks from network task groups

TIME REQUIRED:

3 hours

INTRODUCTION:

Allow enough time at the beginning of this session to talk about the last network session and how the students are feeling about their role in the network.

This week trainees will learn that just as there are different levels of expression of feelings to listen for, there are different levels of helper responses to feelings. They will practice responding on a deeper level to the person they are helping. The facilitators should have developed ahead of time short role plays illustrating different levels of responding to feelings for this session. These could be put on tape and played as an alternative to presenting them "live."

Through films focusing on sex-role expectations, students will further increase their awareness of the pressures of sex-role expectations for the opposite sex.

ACTIVITIES:

I. Centering Activity

The facilitators instruct students to close their eyes and concentrate on their breathing. Then facilitators ask them to choose one person in the room. The students are to visualize this person, thinking of his/her appearance, face, body, hands, voice, and laugh, slowly going over each of these. Then the students are to begin to imagine themselves as this person. Allow 10 minutes for this activity. When students open their eyes, have them look at the person they were visualizing.

II. Review of the Second Network Session

A. The facilitators should hand out copies of the list of buddies with their addresses and phone numbers. Encourage each trainee to contact his/her buddy regularly, even if this seems awkward at first.

B. Next, spend about 15 minutes talking about how the students are feeling about their role in the network, and specifically, how they feel working in their task groups. If there are problems or complaints, spend the time to discuss them. Distribute the list of issues and tasks generated by task groups at the network session.

III. Levels of Responding to Feelings[1]

A. Review the concept of different levels of expression of feelings.

B. The facilitators should introduce the concept of different levels of responding to feelings (see Handouts, "Responding to Feelings Continuum").

C. On the chalkboard or newsprint pad list the three levels of responding to feelings, or hand out copies of "Responding to Feelings Continuum." Explain each level to the group.

D. The facilitators role play for two or three minutes a situation (e.g., something they are concerned about at the moment) illustrating Level 1 (listener detracts from the feeling expressed).

E. The facilitators repeat a description of Level 2 and role play a situation illustrating Level 2 (listener recognizes the feeling expressed).

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[1] Adapted from Counselor Training: Short-term Client Systems by Beth Jacobs. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

F. The facilitators repeat a description of Level 3 and role play a situation illustrating Level 3 (listener adds to the feeling expressed).

G. The facilitators then role play situations illustrating each of the three levels (in mixed order) and ask students to identify which level of responding to feelings it is, and why.

H. Again, the facilitators should plan their role-play situations ahead of time to make sure that they clearly illustrate the appropriate levels of responding. If there is time, students can practice these levels through short role plays. Be sure to allow time for group feedback.

IV. Sex-Role Expectations

A. The facilitators should summarize some of the thoughts and feelings about sex-role expectations which have materialized during earlier sessions.

B. Films: "Men's Lives" and "Growing Up Female" (or other films from Suggested Resources).

1. The facilitators should show each film, allowing time for discussion after each one. If there is only time for showing and discussing one film, this is fine. The other film (about the opposite sex) can profitably be shown at another session. Don't stop a discussion that is going very well just to show the other film. Students learn much about themselves and others through these discussions.

2. Remind students to write in their journals this week about their reactions to the films and the discussions.

V. End of the Session

The training format continues with specific helping skills and increased awareness of sex roles and their impact. This two-pronged focus may not seem related at times, to either the facilitators or the trainees. It would be helpful, then, to review the overall goals of the training program and see if participants are more comfortable with the direction of the sessions.

VI. Homework for Facilitators

A. Make copies of "Attitudes and Values" (Handout, Session #11).

B. Make copies of "The Problem-Solving Process" (Handout, Session #11).

C. Choose an exercise from Values Clarification for the next session (see Suggested Resources, Session #11).

D. Return films and projector/screen.

SUGGESTED RESOURCES:

Books: Fasteau, M. The Male Machine. New York: McGraw-Hill, 1974.

Pleck, J. and Swayer, J., eds. Men and Masculinity. Los Angeles, Calif.: Spectrum Productions, 1974.

Stanford, B. and Stanford, G. Roles and Relationships, a Practical Guide to Teaching about Masculinity and Femininity. New York: Bantam Books, 1973.

Films: "Men's Lives," available from New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417.

"Growing Up Female: As Six Become One," 60 minutes. Available from New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417.

"Girls at 12," 30 minutes. Available from the WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160.

"The Emerging Woman," 40 minutes. Available from Film Images, 17 West 60th Street, New York, NY 10023.

"Young Women Sports," 15 minutes. Available from BEA Educational Media, 2211 Michigan Avenue, Santa Monica, CA 90404.

Articles: American Association of Colleges for Teacher Education. "The Molding of the Non-Sexist Teacher." Journal of Teaching Education, Vol. XXVI, No. 4, Winter 1975.

Tiedt, I. "Realistic Counseling for High School Girls." The School Counselor, May 1972.

LOCAL RESOURCES:

HANDOUTS
(1)

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RESPONDING TO FEELINGS CONTINUUM *

	DETRACTING	SUPPORTING	ADDING
1.	Listener is wordy and reflects nothing.	Brief statement mirroring expressed feelings.	Brief statement mirroring expressed feelings and also labeling undercurrents implicit in speaker's statements but not actually expressed by speaker.
2.	Listener only questions speaker (especially whys).	Listener accepts speaker's feelings.	Listener accepts speaker's feelings.
3.	Listener judges speaker.	Attentive nonverbal behavior.	Attentive nonverbal behavior.
4.	Listener ignores speaker's feelings.	Response matches level of intensity expressed by speaker.	Matching level of intensity.
5.	Listener talks about him/herself.		
6.	Listener dwells on a third person.		
7.	Listener offers advice or solution(s).		
8.	Listener offers sympathy.		
9.	Listener reassures (band-aid approach).		
10.	Listener avoids the here and now, reflecting at an inappropriate level of intensity.		

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* Adapted from "Feelings Continuum," in *Counselor Training: Short-term Client Systems* by Beth Jacobs. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

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WEEK #8
SESSION #11

ATTITUDES AND VALUES, PROBLEM SOLVING

PURPOSE:

To discuss feelings about sex-role expectations
To review helping skills already presented
To define the terms "attitude" and "value"
To understand where attitudes and values fit into the helping process
To practice problem-solving skills

MATERIALS:

Copies of "Attitudes and Values"
Copies of "The Problem-Solving Process"
Newsprint pad and felt-tipped pens or chalkboard

TIME REQUIRED:

3 hours

INTRODUCTION:

In the last session students saw films which illustrated how some men and women felt about the role expectations they felt growing up as males or females. In this session students will continue to express their own feelings about sex-role expectations and compare them with those of fellow trainees of the opposite sex.

This session reviews steps in the helping process, from exploring feelings through active listening, to examining one's attitudes and values in order to make relevant decisions in the problem-solving process. Trainees learn what part attitudes and values play in the helping process. They then practice problem-solving techniques in pairs. This session concludes formal helping-skills training, but the skills can be practiced throughout the rest of training. The mid-term evaluations should be scheduled to take place after this session and include information covered up to now.

ACTIVITIES:

I. Centering

The facilitators instruct students to close their eyes, take a deep breath, exhale completely and begin to concentrate on their breathing. Tell them to count the exhalations of each breath, trying to do only this one thing. After several minutes, ask them to open their eyes and slowly return to the group.

II. Role Expectations Exercise

A. The facilitators explain that this is a follow-up to the movies seen at the last session. They ask the trainees to think for a minute about the pressures and expectations that they feel and have felt growing up as either a female or a male.

B. The facilitators instruct the students to break up into two groups, one female, one male. Then they tell students to form two circles, one inside the other, in the middle of the room, either in chairs or on the floor. Each group may be hesitant about going first, so a coin could be tossed to choose which group begins. The facilitators explain that this is another "fishbowl" exercise; i.e., the students in the inside circle have a discussion, while the students in the outside circle listen to and observe them without interrupting in any way. For fifteen minutes students in the inside circle discuss how they feel about their roles as women (or men) and what they think their peers', family's and society's expectations are of them. At the end of that time, the groups reverse places and the other group discusses the same issue. It is important for the facilitators to participate in this exercise in order to keep the group focused and to help the discussion get started if students are having trouble.

C. At the end of both groups' discussions, the facilitators should ask what each group learned about the other and what they learned from each other. Allow enough time to process discussions.

III. Review of Steps in the Helping Process

A. The facilitators should review the steps in the helping process as they have been presented throughout training. Today's session will move to the final steps of discussing values and problem-solving techniques.

1. Review why helping a person to explore his/her feelings is an important first step in the helping process.

2. Review how feelings can be disguised: undercurrents, nonverbal messages, "intellectualizing" feelings.

3. Review levels of expression of feelings.

    4. Review levels of responding to feelings.

    5. Review characteristics of an effective helper/communicator.

  B. Today's session will focus on further steps in the helping process: (a) helping a person to examine his/her attitudes and values about specific issues, (b) having the helper recognize that his/her values may be different from those of the person he/she is helping, and (c) helping a person to make decisions based on specific problem-solving techniques.

IV. Attitudes and Values[1]

  A. The facilitators hand out copies of the "Attitudes and Values" sheet to each trainee (see Handouts). Define the terms for the group. Discuss the sheet with the trainees.

  B. Discuss the following: Once a person recognizes how he/she is feeling about a situation or problem, he/she needs to become aware of his/her values regarding this issue. At this point, then, the person can make more relevant and meaningful decisions about solving his/her problem.

  C. Values exercise: The facilitators should choose an appropriate exercise from Values Clarification (see Suggested Resources), or another book, to do here.

V. Problem Solving[2]

  A. The facilitators hand out copies of "The Problem-Solving Process" to each trainee (see Handouts). Go over the steps with the group.

  B. The facilitators should stress the following points:

    1. There is no right or wrong answer to a person's problem.

    2. It is not the responsibility of the helper to solve a person's problem. It is more useful to help a person to examine alternatives to the solution of his/her problem.

    3. It is helpful during the helping process to have the person write down (a) the problem, (b) all of the alternatives he/she feels there are and (c) the expected outcomes of each alternative.

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[1] Adapted from Counselor Training: Short-term Client Systems by Beth Jacobs. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

[2] Ibid.

C. Role playing: The facilitators choose from the role plays below and ask for volunteers to perform role plays in front of the group. Two or three role plays are sufficient. Allow structured time for group feedback and discussion.

   1. Role Play #1: Two participants. One actor is a student in the program, one is a teacher. The student is going to the teacher to say that the teacher talked too much in the network session, and the student felt alienated by the teacher's behavior. The teacher is defensive at first, but then hears the student's objections and the pair works toward solving this problem.

   2. Role Play #2: Six participants. Three school board members and one student, one school staff person, and one community member from the network. The network members approach the school board with the following problem. For men's athletics, the school has been paying for physicals, which are required for students to participate in sports. For participation in women's athletics, high school students must pay for their own physicals. The network team tries to convince the school board that this is unfair and should be remedied.

   3. Role Play #3: Two participants. One teacher and one student or one parent and one student. The student is coming to the parent or teacher (his/her buddy) to ask for help for a student friend who is pregnant.

D. Pairs exercise:

   1. Divide the group into pairs. Have each set of pairs go off where they can be quiet. The facilitators instruct them to practice the problem-solving steps they have just learned. One person presents a problem and the other person is the helper. The pairs should use their sheets to make sure all steps were covered. After fifteen minutes, instruct the participants to switch roles.

   2. Discuss this exercise as a group. How did it feel to be in each role? How responsible did the person with the problem feel to solve his/her own problem? Did the helper feel responsible to solve the problem? Was it difficult to decide on alternatives? Was this process helpful?

VI. End of the Session

This is another very full session, which should be adapted to the group's needs and skill level so far. Remember to give the trainees perspective on the training: they have been presented with much new information and many new skills. They need time to process, practice, and implement all of this and shouldn't expect to assimilate everything all at once.

VII. Homework for Facilitators

A. Prepare brief lecture on anger (from section III, Session #12).

B. Make copies of "Role Plays" handout from Session #12 (optional).

SUGGESTED RESOURCES:

Books: Simon, S. B.; Howe, L. W.; and Kirschenbaum, H. Values Clarification. New York: Hart Publishing Co., 1972.

Filmstrips: "The Labels and Reinforcements of Sex-Role Stereotyping," available from National Education Association, NEA Order Department, The Academic Building, Saw Mill Road, West Haven, CT 06516.

LOCAL RESOURCES:

HANDOUTS
(2)

ATTITUDES AND VALUES *

Attitudes - a collection of broad beliefs or opinions, organized around a particular subject or topic, that have been gained through experience.

Attitudes are shaped by our experiences: parental teachings; peer group pressure; media exposure; history lessons; interpersonal relationships; etc. These learning experiences often take place subconsciously and are sometimes accepted without question as part of our culture, e.g.:

Taxation without representation is wrong.
Perspiration stains are unattractive.
Long hair on men is sexy (or, long hair on men is effeminate).
Women are poor drivers.
Communism is evil.

Attitudes are indicated by the words we use to describe our experiences. "Tapes" that go around in our minds say things like:

A good husband should be considerate.
A responsible adult shouldn't be collecting welfare.
Sex before marriage is wrong.
Geometry is boring.
Men should never cry.
It is always better to turn the other cheek.

Values - the personal, relative worth attributed to something or someone that is expressed by words, symbols, or behavior, and that influences how we relate to people, places, things, and events in our lives.

Whereas attitudes are expressed in statements about the world or about other people, values are expressed in statements that are relevant to one's own life.

"I like to take risks."
"I really want to get accepted to law school."
"My relationship is something I prize."
"It's important to me that I have a suntan."

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* Adapted from Counselor Training: Short-term Client Systems by Beth Jacobs. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

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THE PROBLEM-SOLVING PROCESS *

I. Define the Problem:

1. describe the problem;
2. clarify final goal of problem solving;
3. describe forces working for change;
4. describe forces working against change.

II. Explore Alternative Solutions:

5. identify alternative solutions to the problem;
6. clarify reinforcements for each solution;
7. clarify punishments for each solution.

III. Make Plans for Change:

8. organize order of activities needed to reach final goal;
9. clarify how problem-solving behavior will be evaluated.

IV. Prepare to Act on Plans for Change:

10. identify initial behavior change;
11. identify initial success needed to keep trying;
12. develop contingency plan to handle failure of initial attempt.

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* Adapted from Counselor Training: Short-term Client Systems by Beth Jacobs. Washington, D.C.: National Drug Abuse Center for Training and Resource Development, 1970.

WEEK #9
SESSION #12

ANGER, AGGRESSION, AND ASSERTION

PURPOSE:

To explore changing sex roles in a rural society
To explore ways in which people feel and express their anger
To examine differences in the ways females and males express anger
To define assertive, non-assertive and aggressive behavior
To explore the differences between assertiveness and aggressiveness

MATERIALS:

Newsprint pad and felt-tipped pens or chalkboard
Copies of "Role Plays" (optional)

TIME REQUIRED:

3 hours

INTRODUCTION:

This session begins a group of sessions which focus on some issues that prepare trainees for dealing with change in their high school and community: anger and how to express it constructively, how to be assertive instead of aggressive, power and its meaning to youth, conflict and how to deal with it, and implementing changes that the members have focused on during training.

Trainees will explore the powerful feeling of anger and any differences between female and male expressions of anger. In addition, the students will also examine the difference between assertiveness and aggressiveness and practice these different behaviors through role plays.

This session also continues a discussion of sex roles, this time from the perspective of changing roles in the trainees' own community.

ACTIVITIES:

I. Getting Energized

Facilitators instruct trainees to stand in a circle an arm's length apart. Then students are to reach their arms above their heads, stretching tall, and take a deep breath. Next they are to drop forward, arms reaching toward the floor, and exhale all of the air in their lungs. They repeat this several times.[1]

II. Changing Sex Roles in a Rural Society

A. After last week's discussions, students may be more conscious that sex roles are slowly changing in rural areas. This can be an exciting phenomenon for youth, who have more options open to them, but it can also be very confusing and difficult, as evidenced in the films. The facilitators should review some of the comments made by the trainees during the role discussions last week.

B. The facilitators should lead a discussion focusing on the ways students see sex roles changing in their own families and communities. Suggested questions:

1. What did your grandparents do at home or at work?
2. What roles do your parents have?
3. What do you think of your parents' and grandparents' roles?
4. In ten years do you want to be in similar roles or in different roles (from those of the same-sex parent or grandparent)?
5. What career expectations do your parents have for you?
6. Are there any conflicting pressures on you (from home, teachers, community, or friends) to fit into a certain role when you leave high school?
7. Do your parents treat their sons and daughters differently?
8. Do you think you would treat your own son and daughter differently?
9. How would your parents feel if you decided not to have children?
10. How would your grandparents feel?
11. How would your parents feel if you (a female) chose to work outside the home when your children were babies? Stay at home (a male) with the children?

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[1] Adapted from J. W. Pfeiffer and J. E. Jones, eds., A Handbook of Structured Experiences for Human Relations Training, Vol. V. San Diego, Calif.: University Associates, Inc., 1975. Used with permission.

12. Do you know what you want to do "when you grow up"? Do you think you should know by now? Do you feel you could do anything you wanted to do and were trained for? Do you want to leave your home town? Why or why not?

III. Exploring Anger

A. The facilitators should present a brief lecture, covering the following points:

1. Anger is a universal feeling, like joy.

2. In our society, however, it is often a taboo emotion. We are taught that "nice" people do not show their anger. Females, especially, are not supposed to get mad, and they learn to hide their anger, or cry instead, which is more acceptable. Men, on the other hand, are not supposed to cry, and they may act angry when really they are sad.

3. Since anger is a feeling people often try to hide, helpers should be aware of this as an undercurrent when they are listening to another person.

4. People are often afraid of losing a person's friendship or positive regard if they show their anger toward the person. This is a real risk, because expressing our anger usually frightens the other person, who then may want to retaliate or go away.

5. There are both constructive and destructive ways of expressing anger.

6. Males and females often express their anger in different ways.

7. Anger can result from storing up feelings or be an on-the-spot reaction to an immediate situation.

B. Expression of anger exercise:

The facilitators should go around the group and ask each trainee to relate some situation which makes him/her very angry, and to tell how he/she usually expresses anger about this. The facilitators should write these down on a chalkboard or large pad of newsprint, noting male or female response next to each entry. Have the group notice and discuss whether there are differences between male and female expressions of anger.

C. Constructive and destructive ways of showing anger:

1. The facilitators ask the students what they feel are (a) constructive and (b) destructive ways of expressing and/or dissolving or resolving angry feelings. List these on the chalkboard or newsprint pad under two different columns.

2. After the group has responded, the facilitators should offer other alternatives that were not mentioned, such as (a) constructive: relaxation exercises (deep breathing, yoga, meditation), vigorous physical exercise, yelling alone out in a field, or telling the person that you are angry and why you are angry; and (b) destructive: hitting or screaming at another person, getting drunk, smoking (because you are angry), driving dangerously, eating compulsively, "stewing" about it and feeling tense and upset.

IV. Assertiveness and Aggressiveness

A. The facilitators define assertive, non-assertive and aggressive behavior for the trainees.

1. Assertive behavior is standing up for one's rights without violating another person's rights--e.g., "I am very busy right now; I don't have time for a discussion with you at this moment."

2. Non-assertive behavior is the kind of behavior that encourages other people to violate one's rights--e.g., "I don't care when the meeting is, I'll meet whenever you want to."

3. Aggressive behavior is standing up for one's rights by violating another person's rights--e.g., "I'm ready to meet right now, and if you aren't, I don't want to talk about it at all."

B. The facilitators explain that one can assert both positive (love, approval, agreement) and negative (anger, annoyance, disagreement) feelings, both of which are useful to express.[2]

C. Role plays: In order to experience more fully how these different behaviors feel, the students will do some role plays. Allow five minutes for each role play and ten minutes to get group feedback. The group can do all five situations or choose two or three, depending on time. The facilitators should ask for volunteers, after describing each situation and the roles. (For role-play situations, see Handouts.)

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[2] From P. Ball et al. Toward Educational Equity: Sex-Affirmative Curriculum Guide for Counseling and Teaching. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981.

V. Homework for Facilitators

Choose a relaxing piece of music to play at next week's session. Arrange for a phonograph or tape recorder to play it.

SUGGESTED RESOURCES:

Books: Ball, P., et al. Toward Educational Equity: Sex-Affirmative Curriculum for Counseling and Teaching. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981.

Educational Challenges, Inc. Today's Changing Roles: An Approach to Non-Sexist Teaching. Washington, D.C.: National Foundation for the Improvement of Education, 1974.

Huxley, L. A. You Are Not the Target. New York: Farrar, Straus and Giroux, 1963.

Huber, J. Changing Woman in a Changing Society. Chicago: University of Chicago Press, 1973.

Larrick, N., and Merriam, E. Male and Female Under 18. New York: Avon Books, 1973.

Levine, J. Who Will Raise the Children? New Options for Fathers (and Mothers). New York: J. B. Lippincott Co., 1976.

Mead, M. Male and Female: A Study of the Sexes in a Changing World. Morrow, 1967.

LOCAL RESOURCES:

HANDOUTS
(1)

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ROLE PLAYS

Situation 1: Roles - an aggressive male and an assertive female

A high school male wants his girlfriend to have sexual relations with him, and she doesn't want to. They have been going together for four months.

Situation 2: Roles - an aggressive female and a non-assertive male

A high school female wants her boyfriend to have a big party at his house while his parents are away on vacation. He respects his parents and this party would violate family rules.

Situation 3: Roles - an assertive female and an assertive male

A couple is discussing what to do for a Saturday night date. She wants to go to a large, noisy party, and he would like to spend a quiet evening with her at a movie or watching television.

Situation 4: Roles - two aggressive males

One of the high school students has been "fooling around" with the other's girlfriend.

Situation 5: Roles - an assertive female and an aggressive female

Two high school students are discussing what they see as inequality in sports opportunities at their school. They are both on the basketball team, and parents have to drive the girls' team to away games, while the boys' basketball team has a bus for away games. Both students want the situation to change as soon as possible.

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WEEK #10
SESSION #13

POWER AND POWERLESSNESS

PURPOSE:

To define power
To explore situations and roles in which both female and male adolescents feel powerful or powerless
To discuss ways that both males and females can assume more powerful roles in our society
To explore ways that youth can assume powerful roles in an adult-dominated society

MATERIALS:

Record and record player or tape and tape recorder
Newsprint pad and felt-tipped pens or chalkboard
Paper and pens for small groups

TIME REQUIRED:

3 hours

INTRODUCTION:

In this session students will discuss what power means to them, and examine some ways in which they feel powerful or powerless as adolescents, as males or females, and as students. More self-awareness of the situations and roles in which they feel powerful or not should help them to see that (a) in some instances they could have more power by changing their own perceptions and behavior; and (b) in some instances major changes in their society need to happen before they actually have more power, but that they can work toward these changes.

Last week they talked about anger and assertion, and next week they will practice positive confrontation techniques. This week's session explores how feelings of powerlessness can be related to feelings of anger, lack of assertiveness, and the traditional roles young people, and especially females, find themselves in. Combined with practicing change strategies in the network meetings, becoming aware of one's own responsibility for making changes, and learning personal skills useful to gain more power, these three sessions should prepare students to become more effective change agents and to assume more powerful roles in their school and community.

ACTIVITIES:

I. Centering

The facilitators should play some soothing music, which they have already selected, for about 3-4 minutes. Ask trainees to close their eyes, listen, and relax. Ask them to open their eyes and return to the group when they are ready.

II. Defining Power

A. The facilitators should break the students into two groups, mixing males and females, and assign a recorder to each group. Ask participants to list on the chalkboard or on a large newsprint pad ways in which people use power and what power means to them personally. Remind the group of brainstorming rules. Have each group agree on a definition of power.

B. The large group then reconvenes, and the small groups share their definitions. Discuss. The facilitators should make a list on the newsprint pad or chalkboard of all the components of power that participants have identified.

III. Exploring Power

A. The facilitators ask students to list situations in which they feel powerful. Put these on the chalkboard or newsprint pad under a "male" column and a "female" column. Compare the responses and discuss.

B. The facilitators break the group into four-five smaller groups of people and assign each a recorder. Then list the following suggested questions on the newsprint pad or chalkboard:

1. Who is the most powerful person in your life? What makes him/her powerful?

2. Who is the most powerful person in your school? In your community? Among your friends? What makes these persons powerful (e.g., athletic skills, physical appearance, academic success, money, social popularity)? Are they female or male?

3. Do you think students have power in your school? In what ways?

4. Do you feel, as a student, that you have power in the network? If you don't, how could you gain it?

After 45 minutes, the facilitators should ask the recorders to present any conclusions their small group came to regarding their issues.

C. Power continuum exercise: The facilitators explain that there is an imaginary line across the room. Students are told they have one minute to place themselves on this line in the order of how powerful they feel in this group, with the most powerful person at one end of the line, and the least powerful person at the other end of the line. The facilitators should paricipate in this too. After the line breaks up, discuss how people are feeling. How did each person feel in his/her spot? Where were the females? Where were the males? Where were the facilitators?

D. Role plays: Ask two students to role play the following situations, in which one person is in a position of power:

1. A male student and a male administrator. The student wants to have a new course taught at the high school the following year, and has a petition with 100 student signatures on it to present to the administrator. The administrator does not approve of the course and will not discuss the issue with the student.

2. A father and a daughter. After the senior prom, the daughter would like to go to an adult-chaperoned weekend party at a cabin owned by the parents of her best friend. Her father forbids her to go but will not discuss his reasons for objecting. Her brother has been allowed to go on similar weekends prior to this.

3. A female student and her male boss at a local grocery store. The student wants to work extra hours on weekends and evenings to save more money for college. Her boss tells her he always gives the extra hours to the male students because their college education is more important, and she will "get married anyway" and won't need it.

4. A policewoman and a male minor. He is stopped for a routine check while driving his car. The policewoman tells him he's drunk and she is going to take him into the police station without giving him a breath test. His friends in the car have been drinking, but he has not.

The facilitators should allow time for group feedback. Discuss both roles. Did the powerful people feel their power because of their roles, or because of themselves? Is there a difference between role power and personal power? How did the people in the other role feel about their powerlessness?

IV. Exploring Powerlessness

A. Break the students into two smaller groups, with a facilitator in each group. Ask them to list as many situations as they can think of in which they feel powerless (a) as adolescents (either at home or in the community); (b) as males or females; and (c) as students in school. Discuss.

B. Suggested questions: How can they feel more powerful? Do they think they need to change their behavior or does the situation have to change? What obstacles are in the way of gaining power in these situations? Is it easier for males to feel more powerful than females? In what situations do females feel very powerful? What kinds of socialization have females had which makes them feel powerless or powerful? Males? The facilitators ask students to consider if unexpressed anger and lack of assertive behavior seem related to feelings of powerlessness for them.

V. End of the Session

This was a long session and should have served primarily as a time for deepened self-awareness. Many new feelings may have arisen in the students. Before the session ends, facilitators should check with the group about how participants are feeling. The facilitators should remind students to write in their journals, and bring any further questions or feelings to the next session.

VI. Homework for Facilitators

A. Plan refreshments for third network session.

B. Ask group members to finish reading and bring with them A Student Guide to Title IX if it was handed out earlier.

C. Bring several balloons to the network meeting.

D. Make copies of "Task Group Discussions: Third Session" (see Handouts, Session #14).

E. Make copies of Title IX questions from section III, Session #14.

SUGGESTED RESOURCES:

Book: Ball, P., et al. Toward Educational Equity: Sex-Affirmative Curriculum for Counseling and Teaching. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981.

LOCAL RESOURCES:

NETWORK SESSION #3

This network meeting is devoted to Title IX, the federal law forbidding sex discrimination in public schools. After this session, network members should understand what the legislation dictates, specifically how it affects different aspects of daily life in the high school, who is responsible for seeing that the school follows the regulations, how to assess their high school for sex discrimination and sex bias, and how to file a complaint if they do find inequities. In addition, this session attempts to examine the group members' own feelings about Title IX and its implications. The broader purpose of all of this is to enable network members, through their own efforts and through affecting other individuals in the school and community, to help reduce sex stereotyping of youth and therefore to increase youth's options for a fuller life. This requires both information and an understanding of one's attitudes and values.

The facilitators should be aware of the controversial nature of this legislation, the pressures that administrators feel to comply with the law, the conflict with community traditions and attitudes that legislating change might have, and the personal reactions of network members to the implications of Title IX. Change is always risky, and it is always uncomfortable in some way; the facilitators have a responsibility to create a situation in which change can happen in a humane and growth-oriented manner.

The task groups will continue to work on their area of focus, but in individual group meetings during the next couple of weeks rather than in the network meeting, due to the length of this third network session. This arrangement has the advantage of allowing for a more informal get-together of network members.

WEEK #10
SESSION #14

TITLE IX:
LEGAL, EMOTIONAL, AND PRACTICAL CONSIDERATIONS

PURPOSE:

To become aware of Title IX, federal sex-discrimination legislation
To explore the legal implications of Title IX for the trainees' school
To explore the emotional implications of Title IX for the trainees' school
To explore the practical implications of Title IX for the trainees' school

MATERIALS:

Copies of Title IX questions asked in this session
One or two balloons
Refreshments
Copies of "Task Group Discussions: Third Session"

TIME REQUIRED:

3 hours

INTRODUCTION:

Most of the sessions thus far have dealt with feelings about sex, sex roles, sex-role identity, and sex-role stereotyping. This session introduces legal mandates against sex discrimination in the public schools in the United States in the form of Title IX, a federal law passed in 1972. Many people are unaware of this legislation or what it means for students, teachers, and school systems. Schools have had several years to comply with federal regulations, but many have not done so, or have done so only on a very minimal level.

A major purpose of this training curriculum is to make students, school staff, and community members more aware of any sex biases and sex discrimination in their school. Another purpose is to give people the tools for assessing inequities in their school in order to make the changes needed. Knowing and understanding the law is useful in fulfilling both of these purposes.

Title IX aims toward an ideal situation; the practical implications of this law are not always easy to deal with. In this session, participants will have the opportunity to look at what the local effect of Title IX can be.

Due to the length of this session, the task group meetings which would usually occur at a network session have been set aside for an independent meeting at the members' convenience this week. (See section VII, this session.)

ACTIVITIES:

I. Energizing exercise:[1]

Participants stand in a circle and bounce a balloon in the air for as long as possible. No person may hit the balloon twice in a row. It must not hit the floor. Before it can be hit randomly, it must be bounced at least once by each person around the complete circle. Have the group members do this for about five minutes. The group should be relaxed and in good humor after this exercise.

II. Results of the Equity Questionnaire

The facilitators should go over the results of the "Equity Questionnaire" filled out at the last network meeting. Discuss briefly. How does the group feel about the responses?

III. Title IX--Legal Implications[2]

A. What is Title IX? Facilitators should state the content of this federal law if they haven't already done so and pass out copies of the handout on Title IX.

B. Title IX is a two-pronged sword: it aims (a) to prevent actual discrimination, and (b) to encourage both young women and young men to reach their full potential.

C. Facilitators should explain how students can be affected by Title IX in some of the following ways. These are areas where opportunities may not be equal for males and females. Have the group consider the following questions (the facilitators should hand out copies of these questions):

1. Career guidance and counseling:

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[1] Adapted from J. W. Pfeiffer and J. E. Jones, eds., A Handbook of Structured Experiences for Human Relations Training, Vol. V. San Diego, Calif.: University Associates, Inc., 1975. Used with permission.

[2] Adapted from Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools by M. Verheyden-Hilliard. Washington, D.C.: Project on Equal Education Rights, 1978.

a. Are counseling and testing materials in the high school biased against one sex or the other? How would you know?

b. Has the school reviewed these materials for sex bias?

c. Are males or females pictured more frequently in career materials? What jobs do each get pictured doing?

d. Does guidance staff in the high school recognize the changing roles of men and women in a rural society?

e. Do more males than females talk to guidance personnel about long-range career plans?

f. Was there a career day at the school in the last year? For both men and women? Were non-traditional careers represented?

g. Do the guidance counselors know about employment and anti-discrimination laws?

h. When employers call the high school for job applicants, do the counselors remind them that both males and females must be recruited?

2. Athletics:

a. What is the school budget for girls' athletics? Boys' athletics?

b. On what sports does the school spend money--e.g., is there money set aside only for girls' field hockey, when there is more interest in a girls' basketball team?

c. Do female students have the choice of sports that they want to participate in?

d. Are uniform expenditures, medical expenses, practice times, coaching, travel, equipment, press coverage, and awards relatively equal for females and males?

e. Has your school distributed a student interest survey to find out which sports male and female students want, as required by Title IX regulations?

3. Student clubs and activities:

a. Are certain clubs open only to males or only to females?

b. Are females or males encouraged to join clubs that have traditionally had membership from only one sex or the other (e.g., Future Farmers of America, radio club, pep clubs, cheerleading)?

4. Vocational education:

   a. Are females restricted from taking any vocational education courses? Are males?

   b. Are females counseled not to take certain traditionally male voc-ed courses?

   c. Are males counseled not to take certain traditionally female voc-ed courses?

   d. Are current materials on voc-ed programs sex biased (showing only female secretaries and only male mechanics)?

   e. Do the names of courses reinforce sex stereotyping (e.g., auto mechanics for girls)?

   f. If students do enroll in non-traditional courses, are they supported and encouraged by school staff if they encounter difficulties?

IV. Title IX--Emotional Implications[3]

A. Facilitators should lead a discussion, drawing our group members' feelings about the emotional implications of Title IX in their school. Suggested questions:

1. Does Title IX conflict with local traditional rural values? In what ways?

2. Is it threatening to the status quo? Is this good or bad as far as participants are concerned?

3. Do students in your high school care about sexism, blatant or subtle?

4. Do you think they should care?

5. Do people see Title IX as a "women's lib" strategy?

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[3] Adapted from Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools by M. Verheyden-Hilliard. Washington, D.C.: Project on Equal Education Rights, 1978.

6. Do you feel that the federal government should legislate around sex discrimination? Is it an issue that should be dealt with at the local level?

7. If you do support Title IX, how do you feel about your power to help see it put into effect in your school?

8. Do community people care about sexism in the school? Do school staff?

B. The facilitators should encourage student trainees to respond to these questions, if they seem to be hesitant to participate.

C. Discuss the implications of having Title IX as part of the training program. Could it have a negative influence on the network's acceptance by the administration and community?

V. Title IX--Practical Implications[4]

A. Title IX aims toward an ideal situation. How reasonable is it to believe that it can be enforced, or that the equity it strives for can be accomplished, given your school situation? Facilitators should lead a discussion focusing on the local situation. Suggested questions:

1. Does the administration support the underlying aim of Title IX?

2. Does the school board?

3. Does the rest of the school staff?

4. Does the community?

5. Do the students?

6. Do the above groups know anything about Title IX? What do they know?

7. Has the school complied with the legal mandates of Title IX? How would you find out?

8. What resources do you have to help implement Title IX in your school district?

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[4] Adapted from Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools by M. Verheyden-Hilliard. Washington, D.C.: Project on Equal Education Rights, 1978.

9. Does this network have any power or skills that could aid in putting Title IX into effect in your school system?

10. What kind of reaction would you get from the school and the community if you used Cracking the Glass Slipper in a local workshop?

VI. Suggested Homework Activities for Network Members

A. Make sure that everyone knows who the school district Title IX Coordinator is. Have a student in the program interview the Coordinator for the school paper. Ask for ideas from the network members about how they might make the Coordinator known to all students at the high school.

B. Invite one of the guidance counselors to a meeting. Have him/her bring in some career materials to review. Give him/her a copy of A Student Guide to Title IX.

C. Do an informal survey among adults and students in the community and high school. Ask them if they know what Title IX is, and what it means.

VII. Task Group Assignment

A. The facilitators should explain that, due to the length of this network meeting, the small task groups will not meet at this time. Instead, at the groups' discretion, they will meet on their own before the fourth network session.

B. The facilitators hand out copies of "Task Group Discussions: Third Session" (see Handouts).

VIII. Homework for Facilitators

A. Duplicate permission slips for distribution in Session #15; see Handouts for a sample form.

B. Duplicate "Sexuality Survey" (Handout, Session #15).

C. Duplicate copies of the conflict-resolution strategies from section III, Session #15 (optional; the strategies could also be posted on a chalkboard before the session begins).

D. Arrange for pamphlets to distribute (see section IV, Session #15).

SUGGESTED RESOURCES:

Books: Bereaud, S., Stacy, J., and Daniels, J., eds. And Jill Came Tumbling After: Sexism in American Education. New York: Dell Publishing Company, 1974.

Frazier, N., and Sadker, M. Sexism in School and Society. New York: Harper and Row, 1973.

Golden, C., and Hunter, L. In All Fairness: A Handbook on Sex Role Bias in Schools. San Francisco, Calif.: Far West Laboratory for Educational Research and Development, 1974.

Sadker, D. Being a Man--A Unit of Instructional Activities on Male Role Stereotyping. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1977.

Sadker, M. A Student Guide to Title IX. Washington, D.C.: Resource Center on Sex Roles in Education, 1978.

Stebbins, Linda B.; Ames, N.; and Rhodes, I. Sex Fairness in Career Guidance. A Learning Kit. Cambridge, Mass.: Abt Publications, 1975.

Slides: "Images of Males and Females in Elementary School Textbooks." 48 minutes. Available from: Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Room 701, Washington, D.C. 20036. Slide carousel and tape.

Manual: Verheyden-Hilliard, M. Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools. Washington, D.C.: Project on Equal Education Rights, 1978.

Articles: American Association of Colleges for Teacher Education. "Thematic Section: The Molding of the Non-Sexist Teacher." Journal of Teacher Education, Vol. XXVI, No. 4, Winter 1975.

Gardner, J. "Sexist Counseling Must Stop." Personnel and Guidance Journal, May 1971, 49. KNOW, Inc., P.O. Box 86031, Pittsburgh, PA 15221.

LOCAL RESOURCES:

HANDOUTS
(2)

TITLE IX: YOUR RIGHT TO A NON-SEXIST EDUCATION *

A law was passed in 1972 that prohibits all schools that receive federal money from discriminating on the basis of sex. This law, called Title IX, provides you with an important right--the right to a non-sexist education. This section will tell you more about Title IX and the federal regulation which outlines your rights.

Under the Title IX regulation, there are five actions which your school must have taken by July 21, 1976.

1. Your school system must have a policy stating that it does not discriminate on the basis of sex. A statement of this policy must be published in local newspapers and in all materials sent out by your school.
2. Your school system must select an employee who will act as the Title IX Coordinator. This man or woman is responsible for making sure that the school system follows the Title IX requirements.
3. Your school system must set up a grievance procedure. This provides a way for you (and for any other student or employee in your school) to file a complaint with the Title IX Coordinator about sex discrimination and receive a response to your complaint. (If you wish, you may also file complaints about sex discrimination in your school with the U.S. Office for Civil Rights, Department of Health and Human Services.
4. Your school must carry out a self-evaluation. This means that school officials must take a good hard look at the school and analyze its policies and practices to see if there is discrimination on the basis of sex. If this self-evaluation uncovers any policies or practices that do discriminate, the school must take action to correct and remedy them.
5. When your school applies for federal money to help in running its programs, it must submit an assurance form which states that the school is following Title IX and does not discriminate on the basis of sex.

Title IX goes a long way in protecting your rights to a non-sexist education. However, there are certain aspects of school that Title IX does not cover. For example, Title IX does not apply to texts and other instructional materials. However, in most other areas, Title IX does prohibit sex discrimination in your school.

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* From A Student Guide to Title IX by M. Sadker. Washington, D.C.: Resource Center on Sex Roles in Education, 1978. Used by permission of the Council of Chief State School Offices.

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TASK GROUP DISCUSSIONS: THIRD SESSION

Because of the length of the third network session, which covers Title IX, there is no time for the continuation of the task group meeting. For this reason, it is recommended that the task groups meet on their own, at their own convenience, sometime before the fourth network session. (There should be enough time allowed for them to accomplish their assigned tasks before the fourth session.) This arrangement accomplishes two things:

1. It encourages independence and shows respect for members because they are working on their own.
2. It gives the facilitators an idea of the commitment and ability of the group to work alone.

This is a continuation of the process begun at the last network meeting. Participants will break into their smaller task groups again. Assign a new recorder for each group. This week groups will define their goals clearly and develop a plan of action to implement these goals.[1]

1. The recorder should summarize the last session. Restate the issue that the group has adopted and include the tasks that were assigned to each group member.
2. Each group member should report on his/her task and what he/she has accomplished since the last meeting.
3. To define their goals clearly, group members can answer the following questions about the issue they have adopted.
   a. What change do you want to make (e.g., make the transition to high school easier for seventh graders)?
   b. How will you make this change (e.g., give them access to trained older students as Big Brothers or Big Sisters)?
   c. When will the change happen (e.g., at the beginning of seventh grade and throughout the year)?
   d. Where will it happen (e.g., primarily at school, where there could be contacts between the seventh graders and Big Brother/Sister outside of school)?

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[1] Adapted from Implementing Title IX and Attaining Sex Equity in Education by S. McCune. Washington, D.C.: Resource Center on Sex Roles in Education, 1978. Used by permission of the Council of Chief State School Offices.

4. Identify possible strategies/actions:
    a. Speak to local groups, such as parent-teacher organizations, church groups, and senior citizens.
    b. Sponsor community forums (on drug use and abuse, adolescent development, etc.).
    c. Sponsor summer recreation programs for youth (hikes, softball games, dances).
    d. Run rap groups for junior high students after school.
    e. Make a presentation to the school board.
    f. Survey local sixth graders to ascertain their needs.
5. What might be the consequences--both positive and negative--of the actions taken? (E.g., if you sponsor a drug forum, some townspeople might complain to the administration.)
6. Decide on specific steps to take after discussing the pros and cons of possible actions.
7. Assign tasks again to each group member (e.g., one person contacts the public health nurse to see if she would present a health workshop for the seventh grade girls).
8. Set a timetable for each task to be accomplished (before the next network meeting?).

WEEK #11
SESSION #15

CONFLICT AND CONFRONTATION

PURPOSE:

To review the third network session
To define conflict
To explore conflict-resolution strategies
To practice negotiation through role plays
To plan the second weekend retreat

MATERIALS:

Copies of conflict-resolution strategies (optional)
Copies of "Sexuality Survey"
Pamphlets for weekend retreat
Permission slips (see Handouts)

TIME REQUIRED:

3 hours

INTRODUCTION:

Conflicts between people are inevitable in life, yet very few people are taught how to deal with them positively. In this session students will examine how they usually respond to conflict and practice more effective ways of resolving conflict situations in their lives. They will also practice listening carefully to someone with whom they are in conflict as a means to improve their listening skills as a helper. Another area of focus for this session is reacting to confrontation by members of both the opposite sex and the same sex. If power tactics are used, females, especially, may be more apt to back down when confronted by the opposite sex.

ACTIVITIES:

I. Centering Activity: "Mirroring"

The facilitators instruct students to choose a partner. The partners should stand in front of each other and decide who will be the "mirror" first. That person then copies exactly the other person's facial expressions, which should be varied in expressing feelings. They should reverse roles after two minutes.

II. Review of the Third Network Session

A. The facilitators should check on the student's feelings about:

1. The information presented about Title IX.

2. Any feelings the students are having about their role in the network, and how they felt about the last network session.

3. The buddy system--how is it working?

B. Discuss the results of the informal survey students were asked to do this week (asking people if they knew what Title IX was).

III. Conflict

A. Defining conflict:

1. The facilitators should break the students into two groups, mixing males and females, and assign a recorder to each group. Ask participants to list on the chalkboard or on a large newsprint pad what conflict means to them (from simple to complex). Remind the group of brainstorming rules. Have each group agree on a definition of conflict.

2. The large group then reconvenes, and the small groups share their definitions. Discuss. The facilitators should make a list on the newsprint pad or chalkboard of all the components of conflict that participants have identified.

B. Conflict-Resolution Strategies:[1]

The facilitators should present the following points, jotting them down on the newsprint pad or chalkboard, or distributing them as handouts that were prepared ahead of time for the students:

1. There are three tactics people usually adopt to deal with interpersonal conflict: people delay, avoid, or confront. (The facilitators should ask the group at this point what they think each one of these tactics involves. Discuss.) If the conflict is to be resolved, delaying or avoiding are not useful tactics.

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[1] Adapted from J. W. Pfeiffer and J. E. Jones, eds., A Handbook of Structured Experiences for Human Relations Training, Vol. I. (Revised.) San Diego, Calif.: University Associates, Inc., 1974. Used with permission.

2. Confrontation: When people confront each other, they can use (a) power strategies, or (b) negotiation strategies. Power strategies (e.g., punching, bribing, withholding affection) get results, but one person always loses in the process. Negotiation strategies involve resolving the conflict so that both sides are satisfied.

3. Negotiation: Negotiating a conflict successfully involves several steps, which can be learned as skills and practiced:

   a. The nature of the conflict must be identified--i.e., the participants must decide whether the conflict is open to resolution or compromise, or whether it is a value conflict which cannot be resolved.

   b. After the conflict is identified, one of the parties has to confront the other person in a non-destructive way. (The facilitators should ask the group what they think would be non-destructive ways and what would be destructive ways.)

   c. In order to continue negotiation, the participants must practice reflective listening, and not become defensive and argumentative.

   d. The last step in negotiating a conflict is to go through problem-solving steps (as pointed out in Session #11), exploring alternatives, deciding on the best solution, etc.

C. Exercises on resolving conflicts:

1. The facilitators ask each student to think of a recent conflict situation he/she has been in. Ask him/her to decide which strategy he/she used to deal with the conflict (avoidance, delay, or confrontation). Instruct each student to write this down. Does he/she think this is his/her usual method of dealing with conflict? Now, ask the students to write down, step-by-step, how they could have handled this situation differently, using the four negotiation skills they have just learned.

2. Ask one or two students to volunteer their conflict and role play the situations, using the productive strategy of negotiation. The group should give feedback, watching for the use of power tactics. They should also jot down points at which the negotiator has problems, and make suggestions. This is one role-play situation where it is useful to stop the role play when participants are getting off the track or need some helpful hints. They can continue after receiving the feedback. Discuss.

3. Describe the following conflict situation to the group (everyone will participate in this exercise): A student wants to use the family car for an important function on the weekend, and his/her sister has been planning to use the car that same evening for an equally important occasion. Their parents have told them to work out the situation by themselves.

   a. Ask the group to form same-sex dyads. Ask half the dyads to use positive negotiation strategies and the other half to use power strategies in an attempt to deal with the conflict.

   b. After five minutes, ask participants to stop for a discussion: How did each partner feel? Was there any difference in feelings between those dyads using positive negotiation and those using power strategies?

   c. Ask the group to form new dyads, this time with partners of the opposite sex, and repeat the exercise.

   d. After five minutes, reconvene the large group. Discuss: Were there differences when a male was using power? A female? Were there differences when a male was negotiating? A female? Are males or females more apt to use power tactics? See if the group can come to any conclusions.

IV. Planning the Weekend Retreat

   A. Have students form meal committees and plan menus, shopping, and utensils needed, if any.

   B. Discuss the fact of having adult members of the network at the retreat and any issues this may raise.

   C. Go over ground rules for the weekend.

   D. Hand out permission slips.

   E. Finalize transportation plans and any other details.

   F. Hand out copies of the "Sexuality Survey" to be filled out at this time and returned to the facilitators.

   G. Hand out pamphlets and other basic information about anatomy, physiology, birth control and other subjects to be covered during the weekend workshop.

V. Homework for Facilitators

A. For weekend retreat:

1. Duplicate "Vocabulary List" (Handout, Session #16).
2. Duplicate "Sex: An Important Personal Decision" (Handout, Session #16).
3. Duplicate "Birth Control Quiz" (Handout, Session #16).
4. Duplicate "V.D. Quiz" (Handout, Session #16).
5. Plan a group exercise from Values in Sexuality (see Suggested Resources, Session #16).
6. Put together pamphlets (see Materials, Session #16) to hand out at the retreat.
7. Make final transportation arrangements (including distributing a map, if necessary).
8. Duplicate the agenda--included in Session #16 (optional; the agenda could be posted on a chalkboard at the retreat).
9. Arrange for films (see Suggested Resources, Session #16), 16-mm projector and screen.
10. Prepare for presentation of lecture materials.
11. Get flip charts on anatomy and physiology and/or contraception (see Materials, Session #16), if these are to be used at the retreat.
12. Get New Games, if a game from it is planned for the retreat (see Suggested Resources, Session #16).

B. For Session #17:

1. Make copies of "Work Force Worksheet" and "Answer Sheet" (Handouts, Session #17).
2. Make copies of "Types of Employers" (Handouts, Session #17).
3. Make copies of the interview questions from section III, Session #17 (optional; the questions could also be posted on a chalkboard).
4. Plan for films (see Suggested Resources, Session #17), a 16-mm projector, and a screen.

5. Arrange for outside speakers (community persons and/or students) to attend Session #17.
6. Correct the filled-out copies of Session #16's "Vocabulary List" to return to participants during Session #17.

SUGGESTED RESOURCES:

Books: Pfeiffer, J. W., and Jones, J. E. *The 1974 Annual Handbook for Group Facilitators*. San Diego, Calif.: University Associates, Inc., 1974.

LOCAL RESOURCES:

HANDOUTS
(2)

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SAMPLE PERMISSION SLIP FOR THE WEEKEND RETREAT

I understand that my son/daughter will be attending a weekend retreat in conjunction with his/her participation in the training program at ____________________. I give my permission for him/her to attend.
Name of School

I understand that the topics covered in the workshop will be about health, growing up and other issues which adolescents face today.

If I have any questions concerning the curriculum or supervision of this event, I will call ____ at
Name of Facilitator

____.
Address/Phone Number

No drug use (including alcohol) will be permitted. I understand that if my son or daughter uses such substances, I will be called to provide transportation home for my child.

____
Parent's Signature

____
Name of Student

Suggested Clothing List
Depending on weather and accommodations, list what is required--e.g., informal clothing, sweaters, sleeping bags, utensils.

Amount of Money Required
Make an estimate of how much money, if any, will be required.

Facilitator's Comments:

Add an outline of the training, or any other helpful information which might give parents a better idea of what will take place. It may be helpful to list any chaperones attending besides facilitators.

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SEXUALITY SURVEY

This survey is designed to be used during the sexuality workshop. Please answer these questions honestly and by yourself.

THIS SURVEY IS TOTALLY CONFIDENTIAL. PLEASE DO NOT PUT YOUR NAME ANYWHERE ON THIS SURVEY. Thank you.

male ___ female ___ age _____ year in school ____________

1. Do you regularly date members of the opposite sex?

2. Do you have a steady boyfriend/girlfriend?

3. If so, is he/she a student at your school?

4. If you date, at what age did you begin dating?

5. Do you feel peer pressure to have sexual intercourse?

6. What do you think of "technical virginity" (everything but intercourse)?

7. Is homosexuality an issue at your school?

8. Do you feel that your high school supplies adequate information and counseling on sexuality?

9. What areas of sexuality are you most interested in obtaining more information about?

   Venereal disease____

   Birth control____

   Sexual intercourse____

SEXUALITY SURVEY
(continued)

Homosexuality____

Abortion____

Sexual dysfunction____

Human anatomy (male/female physiology)____

Pregnancy tests and counseling____

Rape____

Incest____

Other____

The following questions are designed to find out what you know concerning sex education. Please check either T (true) or F (false) for each question.

	T	F
1. A woman must achieve orgasm in order to conceive.	___	___
2. A woman might have gonorrhea without obvious symptoms.	___	___
3. The size of a man's penis bears a direct relationship to his potency and virility.	___	___
4. A woman is absolutely safe from conception if sexual intercourse occurs during menstruation.	___	___
5. Alcohol can be a common cause of temporary impotence.	___	___
6. Easy penile penetration without pain or bleeding is a sure sign of non-virginity.	___	___
7. A large penis is necessary for a woman's sexual enjoyment during intercourse.	___	___
8. Sexual intercourse should ordinarily be avoided during menstruation.	___	___
9. The main sexual outlet of the typical adolescent male tends to occur with a girl he loves and may someday marry.	___	___

SEXUALITY SURVEY
(continued)

T F

10. The main sexual outlet of the typical adolescent female tends to occur with a boy she loves and may someday marry. ___ ___

11. Homosexuality is caused by a hormone imbalance. ___ ___

12. Girls who drop out of high school are more likely to have pre-marital sex than are girls of the same age who stay in school. ___ ___

13. Alcohol or drug use contributes to sexual promiscuity. ___ ___

14. Alcohol or drug use heightens sexual proficiency. ___ ___

15. Sperm can live inside a woman's reproductive system, and fertilize an egg, for five days after intercourse. ___ ___

16. Young men generally have more pre-marital sex than young women do. ___ ___

17. Vasectomy is an easily reversible method of contraception. ___ ___

18. Like most infections, V.D. will either get worse or just go away. ___ ___

19. V.D. can be transmitted through a homosexual relationship. ___ ___

20. V.D. can be transmitted through toilet seats or dirty glasses. ___ ___

21. If you have to improvise, Saran Wrap is a workable method of birth control, as is douching with Coca-Cola. ___ ___

WEEKEND RETREAT #2

Because sexuality is such a sensitive topic to be dealt with in the school system, it is very important for the facilitators to clear all curriculum material presented with the administration, the steering committee, and the parents of the trainees who are participating. Sharing information and goals with these groups beforehand can go a long way toward having a positive program in the school and community. The workshop will not suffer from having material modified or deleted.

The facilitators should stress that the goals of this workshop are not to take over the parents' role in sex education, or to influence the students' values or home upbringing. Every human being is sexual, whether sexually active or not, and sexuality is not just sex, but affects one's whole life. Jobs, school performance, lifestyle, and physical and mental health are all affected by one's sex. This curriculum has attempted to integrate this workshop with all of the other sessions, rather than to isolate it as if it were an unrelated subject.

It is especially important to process this weekend retreat, both during the weekend and in sessions later on, and again in the evaluation sessions.

The adult members of the network who go to the retreat perhaps could be available to parents of the trainees to share their reflections on the weekend.

WEEK #11
SESSION #16

ISSUES IN HEALTH: SEXUALITY

PURPOSE:

To present information and dispel myths about the biological facts of human sexuality (anatomy and physiology)
To present information about birth control
To present information about venereal disease
To discuss teenage pregnancy
To examine feelings and attitudes about sexuality

MATERIALS:

Pamphlets aimed at teenagers covering the topics to be presented (from Planned Parenthood, Visiting Nurse Association, a local health clinic, etc.)
Films: "V.D. Blues" and others from Suggested Resources
Index cards
Newsprint pad and felt-tipped markers or chalkboard
Values in Sexuality (see Suggested Resources)
Pens and paper
16-mm projector and movie screen
Anatomy and physiology and/or contraception flip chart with diagrams and illustrations, if available (also available from Planned Parenthood)
Copies of "Vocabulary List"
Copies of "Sex: An Important Personal Decision"
Copies of "Birth Control Quiz"
Copies of "V.D. Quiz"
Copies of agenda for the retreat (optional)

INTRODUCTION:

Since this is the second retreat for the students, it is not necessary for "getting acquainted" time or development of group camaraderie, which was one of the goals of the first retreat. Also, the community members and school staff may find it difficult to get away for more than one night, due to family responsibilities. Therefore, the working sessions of the weekend could be limited to Saturday and Sunday, if desired. However, the students in the field-test schools felt that having Friday evening together without the adult network members was a good experience for them. This is an option.

If the facilitators do not feel comfortable for any reason leading this workshop, it is recommended that they invite knowledgeable community resource persons to act as leaders for the weekend (e.g., a visiting nurse from your community, health faculty at the high school).

AGENDA

Friday Evening (students and facilitators only, arrival between 5:30 and 6:00 PM)

I. Settling In: 6:00 - 8:00 PM

Includes food and supply shopping, if necessary, dinner and clean-up, assigning rooms, and going over ground rules.

II. Sexuality Survey: 8:00 - 9:00 PM

The facilitators should go over the "Sexuality Survey" which was filled in by students at the last training session. This is a good discussion starter. Go over any terms students are unfamiliar with and answer any questions they might have (the answer key is included at the end of this session).

III. Film: 9:00 - 10:00 PM

If the facilitators have gotten several films, they could show one of them at this time. Allow time for discussion.

IV. Free Time and Lights Out: 10:00 - ? PM

This should be decided during a discussion of the ground rules.

Saturday Morning (entire network)

The rest of the network members should arrive by 9:00 AM.

I. Breakfast and Clean-up: 8:30 - 9:30 AM

New arrivals can eat with the students or just get acquainted with the facility. Refreshments should be available at this time.

II. Opening Activity: 9:45 - 10:00 AM

A. The facilitators break the group into small mixed groups of five-six people. Assign a recorder to each group. Each group receives a copy of the "Vocabulary List" (see Handouts). Instruct members to define each term, allowing no more than one minute for each word. The recorder writes down each definition.

B. After 30 minutes ask the groups to return to one large group. The facilitators read the definitions for each vocabulary term and correct any that need amending. The facilitators should make copies of the correct definitions and hand them out at the next session.

III. Overview of the Weekend and Assessing Needs of the Group: 10:00 - 10:30 AM

A. The facilitators should hand out an agenda for the weekend or simply list on the newsprint pad or chalkboard what topics will be presented, and in what order. This should include what issues students wanted to discuss, based on the "Sexuality Survey" they filled out at the last session.

B. The facilitators hand out index cards for participants to anonymously write down specific questions about sexuality which they would like answered during the weekend. These questions will be used later in the weekend.

C. Some points to cover:

1. Most human interaction involves, on some level, an aspect of sexuality.

2. There are two basic areas to cover in dealing with human sexuality, each of equal significance. They are:

   a. physiology and anatomy (biological facts),

   b. sexual values and roles (feelings and attitudes).

3. Sexuality is not just intercourse.

4. Sexuality involves a person's entire being.

5. Sexuality affects the ways in which we learn to perceive and express ourselves, and others, from the very beginning of our lives.

6. Remember, each of us is androgynous:

   a. male/female

   b. conscious/subconscious

   c. brain/brawn

   d. strength/weakness

   e. dependent/independent

   f. passive/aggressive.

D. Leave room for discussion or questions here; ask participants if they have any specific expectations of the weekend.

IV. Group Activities: 10:30 - 11:30 AM

There are a number of very useful exercises in Values in Sexuality (see Suggested Resources) which serve to ease the anxiety and discomfort participants are undoubtedly feeling about a workshop on sexuality. The facilitators can choose any of these, adapting them to the size and needs of the group.

V. Human Anatomy and Physiology: 12:00 - 1:00 PM

A. The facilitators should present the basic anatomy and physiology of the reproductive system. This can be done through (a) a flip chart, (b) a film, or (c) pamphlets handed out to participants and gone over together. The format can be part lecture and part question and answer, or participants can be asked to identify parts of the reproductive system as the facilitators point them out.

B. Following the presentation of information, the facilitators break the group into smaller groups of five-six people. Be sure to include students and adults in each group. Discuss any questions participants may have.

VI. Lunch: 1:00 - 2:00 PM

Saturday Afternoon

I. Sex: An Important Personal Decision: 2:00 - 2:30 PM

Distribute copies of this chart (see Handouts) and discuss. The facilitators should go over each box and explain anything that is unclear. Stress the five points covered on the chart. This chart will also be used later during the discussion on teenage pregnancy.

II. Birth Control Quiz: 2:30 - 2:50 PM

A. This is short and humorous and serves as an icebreaker for the entire group.

B. The facilitators distribute copies of the quiz (see Handouts) and give participants ten minutes to fill it out. They should go over the answers at this time.

III. Birth Control Information: 2:50 - 3:45 PM

A. The facilitators show a film on birth control (see Suggested Resources) and lead a discussion after the film. Topics to stress:

1. How each method works.
2. Whether the male or female uses it.
3. The effectiveness of each method.
4. The advantages and disadvantages of each method.
5. Why it is difficult for some people to talk about birth control.
6. How to decide on a method. Who decides?

B. If a film is not available, again rely on pamphlets or a flip chart about contraception.

C. Make sure all vocabulary terms are defined and understood.

IV. Birth Control Discussion: 3:45 - 4:15 PM

The facilitators should lead a values discussion on birth control. Suggested questions:

1. Have you ever talked to your girlfriend/boyfriend about birth control?
2. Do you think talking about birth control with your partner, if you are planning to have sexual intercourse or are having it, is okay?
3. Would you talk to your parents about birth control?
4. Other questions from the group?

V. Teenage Pregnancy: 4:15 - 5:30 PM

A. Show a film on teenage pregnancy (see Suggested Resources). Discuss.

B. The facilitators can use the chart, "Sex: An Important Personal Decision," as a point of reference for this discussion. Go over the part of the chart that gives options for pregnancy and discuss, using the following suggested questions:

1. What are some of the reasons that a teenager might want to get pregnant?

2. (For males) What are some of the feelings that a teenage father might have? Would you tell your parents that your girlfriend was pregnant? What would you feel obligated to do?

3. How would you feel if a pregnant teenager continued to attend classes? How would her teachers feel? How would the administration feel? (For females) How would your parents feel? Would you continue to go to school if you were pregnant? (For males) If your girlfriend were pregnant, would you want her to stay in school?

4. What do you think you would do if you (or your girlfriend, daughter, student) got pregnant?

C. Additional issues that could be covered are teenage marriage, adoption, abortion, legal rights of a pregnant minor, health and nutrition, prenatal care, and resources for physical and emotional supports for the pregnant teenager.

D. The facilitators should be sensitive to how the group of mixed adults and students is responding. If discussions are difficult to keep going, or if no one is asking questions, consider separating the group into peer groups of students and adults and presenting material in two groups. Hopefully, the network participants will feel comfortable enough with each other by now to benefit from discussing these topics together.

VI. Venereal Disease: 5:30 - 6:30 PM

A. "V.D. Quiz" (see Handouts): The facilitators should hand out the quiz to each participant. Allow time for everyone to fill in the answers independently. Go around the group and ask each person to read one question and answer it. Encourage group members to ask questions, especially if they had the wrong answer.

B. Film: "V.D. Blues" (see Suggested Resources): This movie, narrated by Dick Cavett, was presented on television several years ago. After the movie, the facilitators should lead a discussion. It is a good idea to offer refreshments either before or during the film, especially since dinner will be later than usual.

Saturday Evening

I. Free Time and Dinner Preparation: 6:30 - 7:30 PM

The dinner committee will obviously be involved at this time. Other group members are free to do whatever they wish.

II. Dinner and Entertainment: 7:30 - 9:00 PM

The facilitators should ask the group what they would like to do for the rest of the evening (after 9:00).

III. Open: 9:00 - ??? PM

One of the benefits of the weekend retreat is to have adult and student network members get to know each other on an informal basis. This is a good time for that to occur. Although some people may be tired by this time, other people may want to dance, see another film, play some group games--New Games (see Suggested Resources) is excellent for this purpose--or just talk to each other. The facilitators should make sure that the group decides together what activities will take place. For those people who want to go to bed early, a quiet area should be reserved. The facilitators should have a short meeting before they retire to review the day and make any last-minute revisions or preparations for Sunday morning's session. (Go over the index cards for tomorrow's discussion.)

Sunday Morning

I. Breakfast and Clean-up: 8:30 - 9:30 AM

II. Open Discussion: 9:30 - 10:30 AM

A. The facilitators should list on the chalkboard or newsprint sheet any issues that were raised on the index cards that have not been covered during the weekend session.

B. Break the group up into smaller, mixed adult-student groups of five-six people. The facilitators should assign a group facilitator to each group.

C. Instruct each group to decide by consensus one topic from the list that they will discuss.

D. After 45 minutes, the small groups reconvene into a whole again. The facilitators ask for a summary of each group's discussion, the major points of which should be written down on the chalkboard or newsprint pad.

III. Question and Answer Session: 10:30 - 11:00 AM

A. The facilitators should select specific questions raised on the index cards and address them to the entire group.

B. If there are questions to which no one is completely sure of the correct answer, jot them down and bring the answers to the next training session.

C. These questions and the answers can then be duplicated and handed out to the trainees at the next session.

IV. Closing Activity: 11:00 - 11:30 AM

The facilitators ask each group member to sit in a circle, then go around the group and ask each participant to tell one thing she or he learned about another person in the group during the weekend. When everyone is finished, the facilitators ask if there is anything that anyone wants to discuss before the group leaves.

V. Leaving: 11:30 AM

SUGGESTED RESOURCES

Books: Fluegelman, Andrew, ed. New Games Book. New York: Doubleday & Co., 1976.

Morrison, E., and Price, M. Underhill. Values in Sexuality: A New Approach to Sex Education. New York: Hart Publishing Co., Inc., 1974.

Schulz, E., and Williams, S. R. Family Life and Sex Education: Curriculum and Instruction. New York: Harcourt Brace Jovanovich, 1969.

Zorabedian, T. The View From Our Side. Atlanta, Ga.: Emory University Family Planning Program, n.d.

Films: "V.D. Blues." Available from A-V Center, University of Vermont, Burlington, VT 05401.

"A Far Cry From Yesterday," 20 minutes. Available from Perennial Education, Inc., 477 Roger Williams, P.O. Box 855, Ravinia, Highland Park, IL 60035.

"Young, Single and Pregnant," 18 minutes. Available from Perennial Education, Inc., 477 Roger Williams, P.O. Box 855, Ravinia, Highland Park, IL 60035.

"The Invisible Minority," filmstrip on homosexuality. Available from Department of Education and Social Concern, Unitarian Universalist Association, 25 Beacon Street, Boston, MA 02108.

Pamphlets: So You Don't Want to Be a Sex Object. Denver, Colo.: Rocky Mountain Planned Parenthood Publications, 1977. (They also publish many other excellent pamphlets.)

LOCAL RESOURCES:

ANSWERS TO SEXUALITY SURVEY

1. False
2. True
3. False
4. False
5. True
6. False
7. False
8. False
9. False
10. True
11. False
12. False
13. Not necessarily
14. False
15. True
16. True
17. False
18. False
19. True
20. False
21. False

HANDOUTS
(4)

The previous numbered page in

VOCABULARY LIST

1. Abortion
2. Caesarean Section
3. Circumcision
4. Clitoris
5. Contraception
6. D & C
7. Fallopian Tube
8. Foreskin
9. Genitalia
10. Gynecological
11. Hormone
12. Hymen
13. Hysterectomy
14. Incest
15. Labia
16. Masturbation
17. Menstruation
18. Natural Childbirth
19. Obstetrician
20. Ovum
21. Pap Smear
22. Penis
23. Prophylactic
24. Premature Ejaculation
25. Scrotum
26. Sperm
27. Testicles/Testes
28. Uterus
29. Vagina
30. Vas Deferens
31. Vasectomy
32. Venereal Disease
33. Virgin

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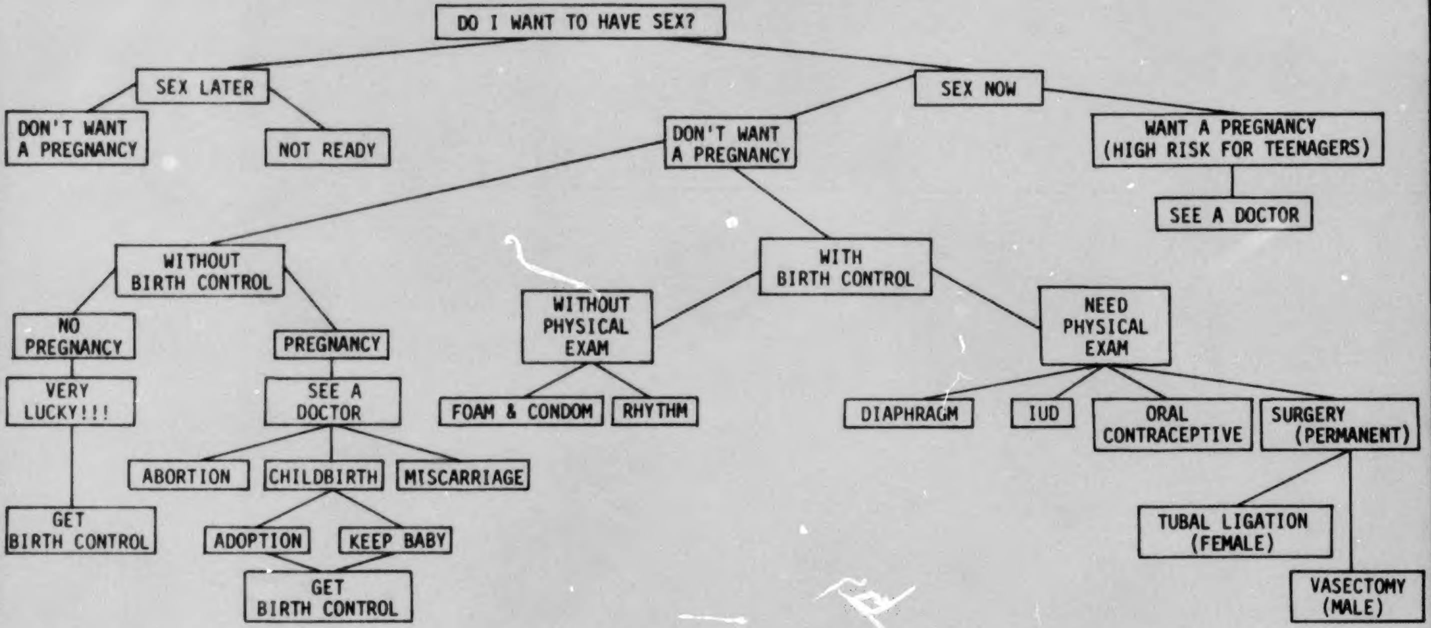
SEX: AN IMPORTANT PERSONAL DECISION*


DO I WANT TO HAVE SEX?
SEX LATER
DON'T WANT A PREGNANCY
NOT READY
SEX NOW
DON'T WANT A PREGNANCY
WANT A PREGNANCY (HIGH RISK FOR TEENAGERS)
SEE A DOCTOR
WITHOUT BIRTH CONTROL
NO PREGNANCY
VERY LUCKY!!!
GET BIRTH CONTROL
PREGNANCY
SEE A DOCTOR
ABORTION
CHILDBIRTH
MISCARRIAGE
ADOPTION
KEEP BABY
GET BIRTH CONTROL
WITH BIRTH CONTROL
WITHOUT PHYSICAL EXAM
FOAM & CONDOM
RHYTHM
NEED PHYSICAL EXAM
DIAPHRAGM
IUD
ORAL CONTRACEPTIVE
SURGERY (PERMANENT)
TUBAL LIGATION (FEMALE)
VASECTOMY (MALE)

1. For couples, decisions should be made by BOTH PARTNERS, and BOTH partners should be comfortable with them.
2. Decision making requires COMMUNICATION, KNOWLEDGE, and an EXAMINATION of VALUES & FEELINGS.
3. Decisions should be made based on a REALISTIC UNDERSTANDING of the CONSEQUENCES.
4. Each person in a relationship is ULTIMATELY RESPONSIBLE FOR HIS/HER OWN DECISIONS.
5. For all women who have reached puberty, it is important to have a GYNECOLOGICAL EXAMINATION at least once a year.

* Developed and designed by Linda Darrow and Darlene Wright.

BIRTH CONTROL QUIZ *

This quiz is intended primarily as an icebreaker and tension relaxer. However, even though most of the correct answers seem obvious, you might be surprised at how little some of us know about birth control and human sexuality.

Directions: Circle the answer which you think is most nearly correct. You have ten minutes to complete the quiz.

1. The only sure way to prevent a woman from getting pregnant is:
    a. having sex while the woman is nursing
    b. shooting the stork
    c. having no sex at all

2. The rhythm method means:
    a. tap dancing and playing the drums while having sex
    b. not having sex when conception is most likely
    c. having sex a few days before or after an egg is produced

3. Foams and creams should be put in _________ a woman has sex.
    a. just before
    b. just after
    c. just because

4. "Condom" and "prophylactic" are other words for:
    a. diaphragm
    b. small rutabaga
    c. rubber

5. A diaphragm should be placed in front of the:
    a. ovary
    b. womb
    c. bedroom

6. A woman's egg is fertilized by the _________ in a man's ejaculation.
    a. sperm
    b. white corpuscles
    c. vigaro

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* Adapted from Peer Counseling Training Manual by N. Strauss, M. Goldsmith, and P. Fontaine. Burlington, Vt.: New England Teacher Corps Network, 1977.

BIRTH CONTROL QUIZ
(continued)

7. A diaphragm should be left inside the woman for at least __________ after she has had sex.

   a. ten minutes
   b. six hours
   c. nine months

8. Foams and creams should be used __________ a couple has sex.

   a. every night
   b. every time
   c. whether or not

9. With the rhythm method of birth control, the best time to avoid sex is:

   a. during ovulation
   b. during the full moon
   c. during a football game

10. I.U.D. means:

    a. in urgent distress
    b. inter-uterine development
    c. inter-uterine device

11. After a man has a vasectomy, his ejaculatory fluid will have no __________ in it.

    a. sperm
    b. liquid
    c. teardrops

12. Babies are stronger if they are not:

    a. born too far apart
    b. potty-trained
    c. born too close together

13. Tying a woman's tubes is called a:

    a. hysterectomy
    b. post office requirement
    c. tubal ligation

14. Birth control pills must be taken __________ as directed.

    a. every other day
    b. every day
    c. every Passover, Easter, and Labor Day

BIRTH CONTROL QUIZ
(continued)

15. An I.U.D. is placed inside a woman's:
    a. ear
    b. womb
    c. ovary

16. Diaphragms should be used in conjunction with:
    a. feminine hygiene sprays
    b. special creams and jellies
    c. fitted sheets

17. A woman's I.U.D. should be checked by a doctor at least:
    a. once a year
    b. every three thousand miles
    c. every six months

18. To receive birth control pills, a woman must see:
    a. a doctor
    b. a social worker
    c. an insurance salesperson

19. When using birth control, a husband and wife can:
    a. forget all their worries
    b. enjoy a more relaxed and happier sex life
    c. watch less television

20. A rubber prevents a man's __________ from entering the woman.
    a. penis
    b. galoshes
    c. sperm

21. Family planning is another name for:
    a. never grocery shopping when you are hungry
    b. staying within the family budget
    c. voluntary birth control

22. A mother needs rest between babies so that she will be:
    a. free from the heartbreak of psoriasis
    b. able to have more children
    c. healthy and strong

BIRTH CONTROL QUIZ
(continued)

23. Birth control pills are also called:
    - a. ovary correlations
    - b. oral contraceptives
    - c. time-release capsules

24. An operation that produces permanent sterility in a man is called a:
    - a. laparoscopy
    - b. fifteen-yard penalty
    - c. vasectomy

ANSWERS

(1)c, (2)b, (3)a, (4)c, (5)a, (6)a, (7)b, (8)b, (9)a, (10)c, (11)a,
(12)c, (13)c, (14)b, (15)b, (16)b, (17)a, (18)a, (19)b, (20)c, (21)c,
(22)c, (23)b, (24)c

V.D. QUIZ *

How Much Do You Know About the Venereal Diseases?

The following questions are to be answered either True or False.

____ 1. Syphilis and gonorrhea are the same disease.

____ 2. Gonorrhea sometimes turns into syphilis.

____ 3. It is possible for a person to have both syphilis and gonorrhea at the same time.

____ 4. Syphilis can be inherited, and passed on for generations.

____ 5. Some people have syphilis, yet may never have any outward signs of the disease.

____ 6. If syphilis is not found and treated, it may cause blindness, crippling, insanity, or even death.

____ 7. If gonorrhea is not found and treated, it may cause blindness or crippling, or even make it impossible to have children.

____ 8. If a pregnant woman has syphilis, she can transmit the disease to her unborn child.

____ 9. If a woman is infected with gonorrhea, she will always know it.

____10. Anyone can tell if a person has syphilis or gonorrhea by looking at him or her.

____11. Syphilis germs can live a long time outside of the body.

____12. Syphilis and gonorrhea are almost always acquired by sexual contact with an infected person.

____13. Both syphilis and gonorrhea are frequently acquired by contact with toilet seats, lipsticks, and towels.

____14. Gonorrhea is often caused by straining, as in lifting a heavy object.

____15. Sores and rashes of syphilis usually go away even without proper medical treatment.

____16. Sores and rashes can always be found on people who have syphilis.

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* From Peer Counseling Training Manual by N. Strauss, M. Goldsmith, and P. Fontaine. Burlington, Vt.: New England Teacher Corps Network, 1977.

V.D. QUIZ
(continued)

_____17. A blood test is one of the methods used to determine if a person has syphilis.

_____18. Once a person has syphilis, and the disease is cured in the early stage, he or she can never get the disease again.

_____19. Both syphilis and gonorrhea are contagious diseases.

_____20. Both syphilis and gonorrhea can be cured by proper medical treatment.

ANSWERS

(1) false, (2) false, (3) true, (4) false, (5) true, (6) true,
(7) true, (8) true, (9) false, (10) false, (11) false,
(12) true, (13) false, (14) false, (15) true, (16) false,
(17) true, (18) false, (19) true, (20) true

WEEK #12
SESSION #17

CAREER PLANNING AND NON-TRADITIONAL CAREERS

PURPOSE:

To show that career planning is a lifelong process rather than a one-time decision
To define a non-traditional career
To assist students in locating career resources at the local and state level
To examine how sex discrimination and sex-role stereotyping affect one's career goals

MATERIALS:

Copies of "Types of Employers"
Copies (optional) of interview questions
Film: "The Woman's Game" (or other films from Suggested Resources)
Newsprint pad and felt-tipped pens or chalkboard
16-mm projector and screen
Copies of "Work Force Worksheet" and "Answer Sheet"
Corrected copies of "Vocabulary Quiz" from Session #16

TIME REQUIRED:

3 hours

INTRODUCTION:

There are several reasons to include career development in the curriculum, all of which are consistent with the overall goals of the program. For one thing, student trainees have the opportunity to work toward clarifying or just thinking about their own goals and values concerning future careers and lifestyles, which could have an impact on their high school goals and choices. Secondly, it is our hope that discussing career planning as a continual process, rather than a one-time decision, will increase options for adolescents in their post-secondary lives. Thirdly, if trainees become role models or peer leaders in their school following training, they will have the opportunity to help other students examine their career goals and options. Finally, by investigating non-traditional careers and the effects of sex-role stereotyping and discrimination on one's self-image, both females and males may increase their opportunities for varied careers and realize their adult human potential more fully.

Activities in this session will include listening to outside speakers already working in specific careers, interviewing adults who have a career, and exploring local resources with the help of the adult members in the network.

This is a very long session, and the facilitators should choose from among the activities they feel are most helpful. (Remember to return the corrected "Vocabulary List" sheets from Session #16 to participants at the start or end of this session.)

ACTIVITIES:

The facilitators should choose one of the following exercises which explore career ideas:

I. Focusing Exercise

A. The facilitators ask the students to close their eyes and think about the first job they would like to have when they finish school. Have them consider the location, working conditions, skills required and salary. After five minutes, have the students open their eyes and return to the group setting.

B. Have the trainees share their thoughts about this ideal job with the rest of the group. Were there any similarities among the group? Any differences? Did anyone think of a job she or he knew nothing about? Were there similarities and/or differences between females and males?

II. Fishbowl Exercise

A. The facilitators break the group into females and males, choosing one group to be in the inner circle and one in the outer circle. (Or, the students can decide which group will go first.) The students in the inside circle talk about careers they would like to have if they could do anything they wanted. The facilitators should instruct them not to worry about whether they have the necessary skills now for these careers. After ten or fifteen minutes, the groups switch places and repeat the exercise. The facilitators should remind the members of the outside circle that they cannot respond or interfere while the group in the inner circle is talking.

B. When both groups have finished, the facilitators lead a discussion. Was anyone surprised at the careers people wanted to have? Did members want to have more than one career? Did they see having more than one career in their lifetime as an option? Did they see a career as simply a way of earning a living or as more than that? Did anyone consider rearing a family as a career? Were the males surprised at female responses and vice versa? Do students feel that there is a difference between a career and a job? If so, what is the difference?

III. Career Development[1]

A. The facilitators should give a brief lecture covering the following points:

1. Career development is a lifelong growth process. A job is only a specific activity within that process.
2. We often hear erroneous assumptions, such as: "You have got to pick something as a career and stick to it all your life."
3. Jobs, as well as any other aspect of one's life, can change according to personal (emotional, intellectual and vocational) needs and personal growth.
4. People too often give up on the idea that they can control their own lives, especially when it comes to career planning.
5. Rather than initiating jobs, people usually react to the job market.
6. Lifelong skill development is very important. Where is training available?
7. Employment agencies list only about 20% of the available jobs. How do you find the other 80%?
8. Job skills are essential tools for survival for both males and females.
9. Many skills learned in one job are adaptive; that is, they can be readily transferred to an entirely different kind of job.

B. Work force worksheet:

The facilitators distribute copies of the "Work Force Worksheet" (see Handouts) to each group member. Give the students fifteen minutes to fill this out. Using the "Answer Sheet" (see Handouts), go around the group and ask students to give the correct response. Discuss any questions that people have.

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[1] Adapted from Peer Counseling Training Manual by N. Strauss, M. Goldsmith, and P. Fontaine. Burlington, Vt.: New England Teacher Corps Network, 1977.

C. Types of employers:[2]

1. The facilitators pass out copies of the "Types of Employers" list, in order to give students a chance to think about the variety of careers they might consider.

2. Ask the group to add any employers in their community not now on this list.

3. Instruct students to underline the three employers they would most like to work for. Then they should list three or four skills they believe they would need in order to work for these employers.

D. Homework assignment:

Ask students to choose one member of the school staff or community group (it could be their buddy) and interview him/her before the next training session. The interview will focus on career choices. The facilitators should list the following questions on the chalkboard or newsprint for students to ask during the interview or distribute them in handout form:

1. How did you arrive at the career you now have?

2. Do you like your work? Why or why not?

3. Have you ever changed careers?

4. Would you like to change careers?

5. What skills does your career require? How did you acquire them (formal training, on-the-job experience, etc.)?

Students can add the information gained and how they felt about what they learned to their journals.

IV. Non-Traditional Careers

A. The facilitators should define traditional and non-traditional careers: A traditional career is one that is supported by commonly held community values and traditions about what is appropriate work for one sex or the other. A non-traditional career contradicts these long-held community values and traditions. Examples of non-traditional careers are a policewoman, a male nurse, a female truck driver, a male nursery school teacher, and a female principal. Decide as a group what would be considered a non-traditional career in your community.

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[2] Adapted from Peer Counseling Training Manual by N. Strauss, M. Goldsmith, and P. Fontaine. Burlington, Vt.: New England Teacher Corps Network, 1977.

B. Film(s): The facilitators should have selected one of the films from the Suggested Resources list at the end of the session to be shown and discussed.

C. Outside speakers: Select one of the following activities:

1. It is very helpful to have a person who is engaged in a non-traditional career come to the training session and speak to the group about his/her experiences. The facilitators should try to arrange to have one woman and one man speak.

2. An alternative to two speakers would be for the facilitators to arrange for a panel of speakers representing employment recruitment personnel at local industries, the state civil rights official, women in management positions, state employment office representatives, a guidance counselor, a state university extension service representative, etc. Again, the focus would be on non-sexist career opportunities at local and state levels.

3. The facilitators should ask the student trainees to suggest the names of several fellow high school students who have taken or are enrolled in non-traditional vocational education programs--e.g., a female who is studying auto mechanics or a male who is in the early childhood development program. Ask them to share both the difficult and rewarding experiences in their course of study.

V. Self-Perceptions and Career Goals

A. Sex discrimination:

The facilitators should ask the students to share experiences when they have encountered sex discrimination in looking for jobs, applying for post-secondary training or education, or exploring career options with family, guidance counselors, or local community resources. How did they feel about themselves after these encounters?

B. Sex-role stereotyping:

The facilitators should ask the students to share moments in their lives when they remember feeling they should not or could not plan a certain career because it was not suitable for a female or a male. Ask them to think back to early childhood experiences, school experiences, family discussions and guidance counseling sessions. Encourage students to talk about how they felt about themselves at these times. Then ask them to write in their journals during the next week about any of these experiences.

C. Role plays:

The facilitators ask for student volunteers to role play one or two situations in which a high school student is interested in planning or investigating a non-traditional career and is not getting any support, or is already dealing with negative reactions. Roles would be a male student, a female student, a parent, a guidance counselor, and an adult already pursuing that career. Allow five minutes for the role play and time for group and individual feedback.

VI. Feedback and Evaluation

Ask the group how they felt about today's session. Was too much material covered? Were the outside speakers helpful? Would the group like to develop and present a career development workshop for other students in the school?

VII. Homework for Facilitators

Prepare "Sample Review Questions" for Session #18 (from its Handout).

SUGGESTED RESOURCES:

Books: Bolles, R. N. The Three Boxes of Life. Berkeley, Calif.: Ten Speed Press, 1978.

Bolles, R. N. What Color Is Your Parachute? Berkeley, Calif.: Ten Speed Press, 1978.

Bolles, R. N., and Crystal, J. C. Where Do I Go from Here with My Life? Berkeley, Calif.: Ten Speed Press, 1974.

Huber, J., ed. Changing Women in a Changing Society. Chicago: University of Chicago Press, 1973.

Mitchell, J. S. I Can Be Anything: Careers and Colleges for Young Women. New York: College Entrance Examination Board, 1978.

Manuals: *How to Decide: A Guide for Women*. College Board Publication Orders, Box 2815, Princeton, NJ 08540.

Strauss, N., Goldsmith, M., and Fontaine, P. *Peer Counseling Training Manual*. Burlington, Vt.: New England Teacher Corps Network, 1977.

Films: For use with teachers and parents of junior high students: "Hey, What Are Your Plans for the Next 60 Years?", slides and cassette, 15 minutes. Available from Verheyden & Associates, 3747 Huntington Street, N.W., Washington, D.C. 20015.

All groups: "When I Grow Up...A Film About Choices," color, 18 minutes. Available free of charge from East Central Curriculum Management Center, Illinois Office of Education, 100 North First Street, Springfield, IL 62777.

"The Woman's Game," 28 minutes. Available from Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, NY 11040.

Articles: Vetter, Louise. "Career Counseling for Women," *Counseling Psychologist*, Vol. 4, No. 1 (1973), pp. 54-67.

LOCAL RESOURCES:

HANDOUTS
(2)

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WORK FORCE WORKSHEET *

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force and in vocational education programs. Under each statement you will see a number of alternative answers which could fill in the information missing in each statement. Select the alternative you believe is correct, and write its letter in the blank to the right of the statement.

1. Women make up _________ of the nation's paid work force. _____

   a. 26 percent b. 41 percent c. 54 percent

2. For every $1.00 men earn, women earn ________ . _____

   a. 95¢ b. 76¢ c. 57¢

3. _________ of American women between the ages of 18 and 64 are employed outside the home. _____

   a. 57 percent b. 34 percent c. 41 percent

4. _________ of American men between the ages of 18 and 64 are employed outside the home. _____

   a. 74 percent b. 88 percent c. 91 percent

5. The average young woman today can expect to spend ________ years in the paid work force. _____

   a. 7.3 b. 17.1 c. 22.9 d. 31.2

6. The average 20-year-old American male can expect to work for pay outside the home for ________ years. _____

   a. 36 b. 52 c. 41

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*This worksheet and the answer sheet are taken from Implementing Title IX and Attaining Sex Equity in Education: Application Materials for Vocational Education Personnel, which were developed by Joyce Kaser, Martha Matthews, and Shirley McCune for the Resource Center on Sex Roles in Education, 400 N. Capitol Street, N.W., Washington, D.C. 20001. Used with permission of the Council of Chief State School Offices.

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WORK FORCE WORKSHEET
(continued)

7. Out of every 10 young women in high school today, _______ will work for pay outside their homes at some point in their lives. _____

   a. 9 b. 5 c. 7.4

8. Both husband and wife work in _______ percent of the nation's marriages. _____

   a. 35 b. 47 c. 28

9. The median income of working women with four years of college is _______ that of men who have completed eight years of elementary school. _____

   a. greater than b. the same as c. less than

10. The difference between the average yearly incomes of male and female workers has _______ over the past 20 years. _____

    a. increased b. decreased c. stayed the same

11. About _______ out of ten adult women in the paid work force are either single, widowed, divorced, separated from their husbands, or have husbands whose earnings are less than $10,000 (in 1976). _____

    a. four b. seven c. eight

12. Women workers are absent from work _______ male workers. _____

    a. more than b. less than c. as often as

13. In 1976, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order. _____

    a. white males, white females, minority females, minority males
    b. white males, minority males, white females, minority females
    c. white males, minority females, white females, minority males

WORK FORCE WORKSHEET
(continued)

14. Of all women workers ________ percent are employed in clerical occupations. _____

a. 11.2 b. 18.1 c. 27.8 d. 35.0

15. Fifty percent of men in the paid labor force are employed in the three occupational categories which employ the largest number of men (skilled crafts, professional and technical occupations, and managerial occupations). In contrast, ________ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and professional/technical occupations). _____

a. 40 b. 60 c. 70

16. Of all vocational education programs ________ percent had enrollments which were 90 percent male or 90 percent female in 1976. _____

a. 15 b. 27 c. 39

17. The vocational training area with the largest female enrollment (more than one-third of all females enrolled in vocational education) is ________ . _____

a. consumer and homemaking programs
b. occupational home economics
c. office occupations

18. ________ percent of all students enrolled in vocational education programs in the area of trades and industry in 1976 are female. _____

a. 13 b. 21 c. 34

WORK FORCE WORKSHEET
(continued)

19. Trends in male/female enrollment in vocational training programs show that ________________________________. ______

a. females are enrolling in traditionally male courses at a faster rate than males are entering traditionally female programs.
b. males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs.
c. the entry of males and females into programs nontraditional to their sex is occurring at about the same rate.

ANSWER SHEET
WORK FORCE WORKSHEET

1. b. 41 percent
2. c. 57¢
3. a. 57 percent
4. b. 88 percent
5. c. 22.9
6. c. 41
7. a. 9
8. b. 47
9. c. less than
10. a. increased
11. b. seven
12. c. as often as
13. b.

white males	$14,071.
minority males	10,496.
white females	8,285.
minority females	7,825.

14. d. 35.0
15. c. 70
16. c. 39
17. a. consumer and homemaking programs
18. a. 13
19. b. males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male courses.

TYPES OF EMPLOYERS *

- Accounting firms
- Banks
- Investment firms
- Hospitals
- Business corporations
- Labor unions
- Insurance companies
- Tax consultants
- Research and development
- Management consulting
- Advertising agencies
- Department stores
- Public/private schools
- Community organizations (YMCA, etc.)
- Lumber companies
- Colleges/universities
- University extension services (4-H, etc.)
- National and state parks
- Photography studios
- Libraries
- Engineering firms
- Radio/TV industry
- Rural health clinics
- Farms
- Utility companies
- Manufacturing firms
- Automobile servicing/sales
- Construction firms
- Mining/petroleum firms
- Restaurants
- Art galleries
- Air, bus and rail lines
- Travel agencies
- Magazines and newspapers
- Public relations firms
- Employment agencies
- Chamber of Commerce
- United Way
- Bookstores
- Educational TV/film
- Social service agencies
- Youth organizations
- Regional planners
- Weather bureaus
- Church organizations
- Rehabilitation centers
- Day care/child care/Head Start
- Correctional institutions
- Police work
- Housing authorities
- City/town managers
- City/town planners
- County government
- State government
- Animal hospitals
- Camps
- Military organizations
- Data processing companies
- Hotel/motel/tourism
- Nursing homes
- Political organizations
- Real estate firms
- Public opinion polls

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* Adapted from Peer Counseling Training Manual by N. Strauss, M. Goldsmith, and P. Fontaine. Burlington, Vt.: New England Teacher Corps Network, 1977.

WEEK #13
SESSION #18

CURRICULUM TRAINING REVIEW: PART I

PURPOSE:

To review health, human sexuality, and drug use and abuse
To tie together the training goals so that students can see how intertwining parts of the curriculum are unified

MATERIALS:

Copies of "Sample Review Questions, Part I" (see Handouts)

TIME REQUIRED:

3 hours

INTRODUCTION:

This session is reserved for reviewing about half of the curriculum training material. The suggested format should be modified in whatever way is necessary to meet the needs of the students.

ACTIVITIES:

I. Small-Groups Review

A. The facilitators should break the students into groups of five to six people. Hand out to each group a list of approximately five review questions (see Handouts for suggested questions and prepare a different list for each group). Students then take turns asking questions and answering them until everyone is satisfied with the answer. Facilitators should rotate the review questions lists so that each group eventually answers all questions. This session and the one that follows are a review of the entire curriculum; one session would not be sufficient. The facilitators should sit in on each group for awhile to help answer any questions or to correct misconceptions. Instruct the students that if there is any doubt about the answer to a question, they should write it down and bring it up when the entire group reconvenes.

B. When group members are finished with their list of questions, instruct them to pass it to another group until all of the groups have had all of the lists of questions.

II. Student Questions

A. At this point the group comes back together again as a whole. Any questions that the students had about any of the review questions should be brought up and answered by the facilitators or other students.

B. The facilitators should ask the trainees if they have any other questions pertinent to the topics being covered in this session that were not on the review sheets. When a question is asked, give other students a chance to answer it.

III. Pairs Exercise

A. Instruct the group to choose partners and have pairs go off to a quiet part of the room. Using the same questions, partners should quiz each other so that each trainee is aware of material he/she needs to review further.

B. Again, pass the lists of questions around so that everyone has a chance to go over all of the lists.

IV. Goals Review

At this time the facilitators should review the training goals so that students can see how the intertwining parts of the curriculum are unified.

V. Homework for Facilitators

A. Make copies of "Sample Review Questions, Part II" from Handout, Session #19).

B. Begin planning for awards ceremony at Session #20.

HANDOUTS
(1)

SAMPLE REVIEW QUESTIONS, PART I

1. What is a calorie?
2. Name four different types of food that provide protein.
3. How many servings of fruits and vegetables do teenagers need each day?
4. What kinds of food are good for your teeth?
5. What can malnutrition during pregnancy cause in the infant?
6. Which provides more energy to your body--food with sugar or with protein?
7. What happens to your body when you skip breakfast?
8. Name two drugs that you can drink.
9. What is the definition of a drug?
10. [Add more questions on drugs based on the information provided in the workshop.]
11. What is androgyny?
12. Name six methods of contraception and how they prevent pregnancy.
13. What is V.D.? How do you get it?
14. Name the two most common venereal diseases.
15. What is a gynecologist?
16. What is a Pap smear?
17. What is a tubal ligation?
18. Birth control pills are also called what?
19. What is a vasectomy?
20. How can you tell if a person has gonorrhea? Syphilis?
21. Can you have both at the same time?
22. What does contagious mean?

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SAMPLE REVIEW QUESTIONS, PART I
(continued)

23. What are your reproductive organs?

24. What is circumcision?

25. [Add questions from information presented at the sexuality workshop.]

26. What are some symptoms of a drinking problem?

WEEK #14
SESSION #19

CURRICULUM TRAINING REVIEW: PART II

PURPOSE:

To review helping skills, sex discrimination (including Title IX), sex-role attitudes, assertion, anger, power, and change strategies
To wrap up the formal training process and plan for individual student evaluations

MATERIALS:

Copies of "Sample Review Questions, Part II" (see Handouts)

TIME REQUIRED:

3 hours

INTRODUCTION:

This session is reserved for reviewing about half of the curriculum training material. The suggested format should be modified in whatever way is necessary to meet the needs of the students.

ACTIVITIES:

I. Small-Groups Review

A. The facilitators should break the students into groups of five to six people. Hand out to each group a list of approximately five review questions (see Handouts for suggested questions and prepare a different list for each group). Students then take turns asking questions and answering them until everyone is satisfied with the answer. Facilitators should rotate the review questions lists so that each group eventually answers all questions. The facilitators should sit in on each group for awhile to help answer any questions or to correct misconceptions. Instruct the students that if there is any doubt about the answer to a question, they should write it down and bring it up when the entire group reconvenes.

B. When group members are finished with their list of questions, instruct them to pass it to another group until all of the groups have had all of the lists of questions.

II. Student Questions

A. At this point the group comes back together again as a whole. Any questions that the students had about any of the review questions should be brought up and answered by the facilitators or other students.

B. The facilitators should ask the trainees if they have any other questions pertinent to the topics being covered in this session that were not on the review sheets. When a question is asked, give other students a chance to answer it.

III. Pairs Exercise

A. Instruct the group to choose partners and have pairs go off to a quiet part of the room. Using the same questions, partners should quiz each other so that each trainee is aware of material he/she needs to review further.

B. Again, pass the lists of questions around so that everyone has a chance to go over all of the lists.

IV. Wrap-up of Training

Allow time for discussion of how it feels to be ending training, for both the students and the facilitators.

V. Plan for Student Evaluations

A. Make a date for each student evaluation. Allow one hour for each evaluation.

B. Schedule student evaluations so that their buddies can participate, if possible.

VI. Homework for Facilitators

A. Plan awards ceremony and certificates (see section V, Session #20).

B. Ask students to plan refreshments.

C. Finalize plans for evaluations (see Appendix).

HANDOUTS
(1)

SAMPLE REVIEW QUESTIONS, PART II

1. What is Title IX?
2. Name five possible areas in your school where it would be possible to be in violation of Title IX.
3. Who is your school's Title IX Coordinator?
4. What would you do if you felt that there was an incident of sex discrimination in your school?
5. What are the differences between being aggressive, being assertive, and being non-assertive?
6. What are some constructive ways of dealing with angry feelings?
7. What are some destructive ways of dealing with angry feelings?
8. What is the difference between a feeling and a thought?
9. What does empathy mean?
10. What are some characteristics of an effective helper?
11. What are the steps in the helping process?
12. What is a key goal in the early stages of the helping process?
13. What is reflective listening?
14. What is a non-verbal message?
15. What is an undercurrent?
16. List some of the steps your task group took to attempt to make changes in the school.
17. What is a negotiation strategy?
18. What does it mean to you to have power?
19. Who has more power in your life, your friends or your parents?
20. Name ten careers that you could pursue in your own town.
21. What does this training program attempt to do in your school and community?

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NETWORK SESSION #4

This meeting could be held in someone's home or at an informal meeting place, rather than the school, because it is the last session in which everyone will officially be together. The awards ceremony should be fun, as well as an important recognition of the amount of effort trainees put into the program. It is a nice idea to have the ceremony revolve around dinner or dessert.

Prior to the ceremonial ending of training, however, the network members have the important tasks of (a) setting final goals for their group in implementing the changes they decided to make around a youth issue; (b) deciding how the network will continue now that formal training is over; (c) appointing a committee or facilitators to be in charge of "leading" the network as it implements its goals; and (d) dealing with the fact that a cohesive group of people who have shared much for over 15 weeks will be separating from each other in some sense and how that feels to each member.

The facilitators should make sure that each of these issues is addressed and dealt with, even if the decision is that the group will meet again to talk about one of the issues if there is not time at this session. It is up to community residents and faculty staff to decide whether they want to review the entire curriculum (i.e., as is done by students in Sessions #18 and #19).

WEEK #15
SESSION #20

WRAP-UP OF NETWORK TRAINING

PURPOSE:

To finalize the goals of each task group
To decide on an organizational model to continue the network
To agree on post-training activities, programs, or projects the individual training groups will be engaged in
To finalize the methods each small group will use to change a condition in the school or community
To decide collectively on the future of the network
To have an awards ceremony or other enjoyable group "ending" ceremony

MATERIALS:

Newsprint pad and felt-tipped pens or chalkboard
Appropriate awards for each participant
Certificates of achievement for each network member

TIME REQUIRED:

3 hours

INTRODUCTION:

The primary goals of this meeting are to set up a structure and to plan for the continuation of the network after training has been completed. It is important to plan this transition carefully, because it is easy for the momentum of the group to be lost once the network is not meeting regularly. Each group member should understand and agree with the plans that are made.

The training was the first step in the process of developing a network which can have an impact on creating increased youth opportunities in the school and community, and which can improve the quality of life by promoting equal opportunities for young women and men. Now the network members will have to assess where they are and where they want to go, deal with separation issues, and develop a model of organization which enables the program to function effectively in the school and community.

ACTIVITIES:

I. Defining Final Goals of the Task Groups[1]

   A. The facilitators should have the network break into their task groups.

   B. Group recorders should summarize the last task group meeting (held independently by groups after the third network session).

   C. Individual group members should report on their tasks and what they have accomplished since the last meeting.

   D. The small groups should assess the result of group members' actions during the last three weeks.

      1. What were the positive results?

      2. What were the negative results?

      3. What changes in the original plan need to be made now?

      4. What unexpected results were there?

   E. Does the group feel now that their original goals can be achieved?

   F. Does the group still want to achieve these goals?

   G. Draw up a final plan based on today's discussion and new information.

   H. Draw up a time frame for the final plan, which includes task assignments for individual members.

II. Report Back to the Network as a Whole

   A. Individual task groups summarize their final goals for the other groups.

   B. The facilitators should ask for feedback from all network members about each group's plan.

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[1] Adapted from Implementing Title IX and Attaining Sex Equity in Education by S. McCune. Washington, D.C.: Resource Center on Sex Roles in Education, 1978. Used by permission of the Council of Chief State School Offices.

III. Deciding on a Post-Training Organizational Model for the Network

A. Once training is over, the network must have a structure with which to replace sessions led by the facilitators.

B. Suggested models:

1. The steering committee--already made up of one or two students, one or two community members, one or two school staff, and one or both of the facilitators--meets weekly or biweekly. The committee plans the agenda for ongoing network meetings, handles communication among the groups between meetings, and is responsible for monitoring task group progress on action plans.

2. Each training group (student, community, school staff) appoints one or two leaders who are responsible for running individual group meetings, much as the facilitators did during the training sessions.

3. The facilitators could continue in their present role and lead meetings. The entire group decides how many meetings to have, whether they will be joint meetings or individual group meetings, and where and when they will take place.

4. The task groups continue to meet regularly, rather than separately as student, community, and school staff groups.

C. Questions to consider:

1. How often to meet?

2. Where to meet?

3. How to keep the program going after seniors graduate?

4. What if people lose interest after the training is over?

5. How to extend the network if desired?

6. How to deal with special problems: travel in winter, babysitting needs, sense of isolation, especially of community people who might not be at the school very often, summer carry-over when no one is in school?

7. Who will be responsible for public relations?

8. How to maintain rapport with the administration and other school staff?

IV. Deciding on the Post-Training Activities of Each Group (student, school staff, and community)

A. Once the formal training is completed, each group may engage in a program activity. Although the activities may change, having an agreed-upon structure to maintain group contact will facilitate the operation of any program or activity.

B. Suggested projects:

1. Students

   a. Be available as peer helpers to other students.

   b. Maintain a Big Brother/Big Sister program for younger students.

   c. Be in charge of an information center in the school, which would cover topics learned during the training session.

   d. Take care of publicity for the program as it is operating in the schools.

   e. Lead rap groups after school for other students.

   f. Be available as speakers for various clubs or groups in the community to talk about local adolescent concerns.

   g. Be available to other schools in the district as consultants to help them set up similar projects.

   h. Make up and distribute student surveys within the school (e.g., on needs of rural youth, sex discrimination in school).

2. School Staff

   a. Be a liaison between administration, school board, parents, and students.

   b. Educate other school staff about the program, and involve them in it.

   c. Provide support and backup to students in their various roles, especially as helpers.

d. Lead community workshops on topics covered during training.

e. Be school educators about sex-role stereotyping and sex bias.

3. Community Members

a. Act as a liaison between other community members--especially parents--and the students and school staff, to increase community involvement in the school.

b. Be available as speakers for various community groups.

c. Lead parent workshops on topics covered during training.

d. Arrange to have community forums or workshops open to the public, using local resources.

e. Supervise students in their various roles, especially as helpers.

f. Be available to educate the community about sex-role stereotyping and sex bias.

V. Awards Ceremony

A. The facilitators should have planned humorous and/or serious awards, which will be given out to participants at this time.

B. Certificates of Achievement could be handed out to signify the completion of the training program.

C. Results of evaluations: The facilitators can hand out written results of evaluations or make appointments to see participants individually (see Appendix).

D. Refreshments.

SUGGESTED RESOURCES:

McCune, S. Implementing Title IX and Attaining Sex Equity in Education. Washington, D.C.: Resource Center on Sex Roles in Education, 1978.

LOCAL RESOURCES:

BIBLIOGRAPHY

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APPENDIX

CURRICULUM ADAPTATIONS FOR SCHOOL STAFF TRAINING GROUP

WEEK #1
SESSION #1

SCHOOL STAFF

Since this first session is essentially an introduction to the program and to each other, the format can remain much the same as that for the students. Assuming, however, that the school staff group will meet for approximately two rather than three hours a week, probably after school, each session can be cut as the facilitators and participants choose. The Memory Game is not necessary, as most faculty/staff probably know each other's names. The pre-evaluation form could be filled out at another time and brought to the next training session.

The school staff should receive the same handouts as the students, so they are aware of what the students have received. At this first meeting it might be helpful for the school staff to discuss how it as a group can best work within the school to involve other faculty/staff members and the administration, and how to be most supportive of the student trainees. Make a list of these suggestions.

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WEEK #2
SESSION #2

SCHOOL STAFF

In this session the facilitators introduce centering as a relaxation technique. If school staff sessions are held after school, most participants will welcome unwinding, and will need a short time to collect themselves. Refreshments and centering are perhaps even more important during a late-afternoon session. It is essential for the facilitators to begin on time and encourage staff to arrive at the scheduled beginning of the session. Starting even a half-hour behind in the late afternoon decreases the effectiveness of the session and runs the session into dinner hours, family responsibilities, etc.

If the students have already established their ground rules, the facilitators should share these with the school staff. The table-top exercise can be eliminated for the staff group.

The sex-role activities and the discussion of androgyny are just as important for the adult groups as for the students. If there are no males in the group, or only one or two, improvise by having some of the females take on the male role and answer questions from the male perspective as they think it would be. If time is a factor, allow the group to score the BSRI (if available) outside the session.

At this point, the facilitators could encourage group members to do outside reading based on the Suggested Resources, if they have the time and desire.

(See Network Session #1 in the Curriculum Manual for Week #3, Session #3.)

WEEK #3
SESSION #4

SCHOOL STAFF

The facilitators can skip the Memory Game in this session. After describing the concept of peer advising in a high school situation, explain that peers helping peers can occur in any age group. Ask what the school staff group thinks about the feasibility of a high school peer advising project in its school, and ask the group to think about a staff peer support system in the school. Define the term "reflective listening" (see Glossary) for the group.

The school staff group should also be keeping a notebook and/or journal. If the facilitators are not able to copy materials to be handed out, they should remind the staff trainees to take notes. Encourage the group members to do role playing, even if they are hesitant or anxious about it. It will ease their task of supervising student trainees or being support persons for them at a later date.

As the school staff will not be attending the weekend retreat, it is unnecessary for them to keep a health log, but they might want to do it anyway. Make sure participants have access to the material presented at the retreat for students.

Be sure to plan an informal social gathering for the school staff and community members at this time. It should help to establish more cohesiveness in the adult groups, like that established at the weekend retreat for the students.

WEEK #4
SESSION #5

SCHOOL STAFF

The staff trainees do not need to take the time to fill out the "Attitude Survey" and tally it during this session. However, they should receive the survey and do it at some point before the next session, in order to think about their own attitudes toward sex roles. If time is a factor, have the group choose one of the nonverbal exercises and do it.

At this time, the group can make final arrangements for the informal gathering they have scheduled with the community group.

This is a good time to begin to assess how the rest of the school staff, including the administration, is reacting to the training program. Is anyone aware of teachers who are not involved in the program complaining about student time away from classes, or who are wondering exactly what is going on? Have any faculty members asked to join the group? Have any student trainees related to the school staff trainees differently since the network began?

(Session #6 is the weekend retreat for students.)

WEEK #5
SESSION #7

SCHOOL STAFF

The issue of confidentiality and trust is extremely important at this session on drugs. If school staff members choose to participate in the Drug Experience Sharing exercise, they need to know that their professional reputation is being protected. The facilitators should be especially sensitive to this issue, and group members should reach a decision about what is comfortable for each of them. The facilitators should allow enough time for discussion and individual feedback.

If outside professionals present the workshop, the school staff group can use part of this follow-up session to evaluate the presentation. If the workshop itself, or the follow-up session, is a joint meeting, there is even more need for the individual needs of each group to be recognized and heard. Students may feel very vulnerable discussing their drug experiences with adults, especially with school staff. School policies regarding drugs should be shared at this time. Again, confidentiality is essential. The administration should also be aware of the content and ground rules of the sessions to make sure there is no misunderstanding.

Despite, or perhaps because of, the sensitivity and vulnerability of this topic and the possible conflict in values between students and adults, increased trust and closeness between the groups often results after such discussions.

WEEK #6
SESSION #8

SCHOOL STAFF

This session concentrates on further helping skills, including the presentation of information and practicing skills. The self-awareness gained through filling out the "Interpersonal Relationship Scale" is an important part of this session, along with having fellow group members provide feedback about how an individual relates to others. Therefore, when shortening this session, facilitators should leave time for this exercise.

In discussing the factors that are important in a helping relationship, the group should focus on how, as adults (both support persons and possible supervisors), the school staff members can most effectively relate to the student trainees as adolescents outside of a teacher-student relationship. One of the challenges of the network is to overcome some of the rigid roles of student-teacher relationships, without losing the respect each group should have for the other. In addition, it can be difficult for students to be part of a closer group with school staff and then have to flow back into accepted relationships within the school situation. One of the questions that arises is whether or not students should call teachers by their first names during network meetings, and then return to a more formal Mr., Mrs., or Miss at school. These and other issues need to be addressed.

This might also be an appropriate time for the participants to take stock of how they are feeling about their changing roles with both students and community members. Do they feel locked into roles at school, or are they finding it relatively easy to share on an equal basis with members of the community and with students?

(See Network Session #2 in the Curriculum Manual for Week #6, Session #9.)

WEEK #7
SESSION #10

SCHOOL STAFF

If both films are available for this session, the facilitators should go over "Responding to Feelings Continuum" rather briefly, and devote most of the session to viewing and discussing the films. Whether or not there are male group members, "Men's Lives" is an excellent film to stimulate a discussion of the male role in our society. Although produced by two young men in their twenties, the film deals with older men, too. The facilitators should participate in this discussion as group members, as they should with most of the exercises and discussions, and be cautious not to present their values and judgments as the "right" word on the subject. Nevertheless, they also need to play the role of the leaders who monitor the discussion, keep things moving, watch for undercurrents in the group, and encourage everyone to participate.

Part of the discussion could focus on any differences group members feel are prevalent in their community between sex-role expectations for their generation and for adolescents, and the implications these have for both adults and youth.

WEEK #8
SESSION #11

SCHOOL STAFF

The facilitators can delete the role expectations exercise except to explain what the students did during their training session. This is a particularly long session, and the facilitators should go through the review material briefly, then have the trainees practice problem-solving techniques through both role playing and the pairs exercise.

The group should go over the "Attitudes and Values" sheet. Participants should be aware of the book of exercises, Values Clarification, if they are not already, but it is not necessary to do an exercise at this point.

Leave enough time to talk about the role of a supervisor and to role play one or two situations in which a school staff network member is supervising/supporting a student member. Stress the following points about supervision:

1. The same listening skills practiced earlier for a helping relationship apply in a supervisory situation. The supervisor is listening for feelings--that is, how the student is feeling about the situation--rather than trying to solve the student's problem. The supervisor attempts to get the student to recognize how he/she is feeling about the situation, and then to make decisions based on those feelings.

2. The responsibility for choice lies with the student. The supervisor should not take over and make decisions or even advise the student on what to do. Sometimes just being an active listener is enough to help the student clarify the problem and make appropriate decisions.

3 Nevertheless, the supervisor should be available for guidance; he/she should help the student to decide whether the situation is one which the student can handle alone or whether other resources are needed (e.g., referring the person to a guidance counselor or another person/agency). Stress that not all people who come to someone for help really want to change their situation or their behavior, and that the responsibility for change lies with the person who has the problem, not with the student helper.

4. The supervisor can serve an important function by affirming the student's feelings and by sharing (disclosing) doubts, uncertainties, and failures that he/she has experienced as an adult.

5. If there is a technical problem (e.g., a legal or school policy issue), the school staff person is in a good position to give the student practical feedback, or to go to another resource to answer the question.

6. If both the supervisor and the student are stymied by the situation, the supervisor can take the responsibility for seeking out other resources and assuring the student that he/she has not failed in his/her role. The issue of knowing when one cannot deal with a problem alone is crucial and should be stressed throughout training.

Group feedback during these role plays is very helpful. Local issues, school administration policies, and the school climate are important in deciding what to do at times. Other school staff members may be aware of situations that can aid decision making.

Evaluations of the school staff should be scheduled after this session to cover all of the material up to this point.

WEEK #9
SESSION #12

SCHOOL STAFF

This session can be divided roughly in half, spending an hour on changing sex roles in a rural society, and an hour on anger, assertiveness, and aggression. The group can focus on how they have experienced changing sex roles in their own lives, whether they grew up in this community or not.

The facilitators should go over the questions in the Curriculum Manual that were asked of the students and discuss any that seem relevant to the staff group. If the student group has already had its session this week, the facilitators can summarize what some of the student reactions to this topic were.

The material on anger, assertiveness, and aggression need only be modified for time limits, except that the role plays provided in the Handouts section should be changed to more appropriate situations for the school staff group. This is not supposed to be an assertiveness-training session; the role plays should serve to highlight different behavioral responses, and to explore what kinds of interrelationships might occur based on assertive or aggressive behavior.

WEEK #10
SESSION #13

SCHOOL STAFF

The group should define power and then go through the questions on exploring power, but should focus on how the individual members feel powerful or powerless in their roles as school employees and as a group in the network. The power continuum exercise can be optional.

Do as many role plays as there is time for, discussing the difference between role power and personal power. Do males have more power as a result of the male role in society? Do teachers have more power than the school secretary due to their role at the school? What kinds of power do students wield indirectly at school? In what ways do school employees feel powerless? In what areas? Is there any way to combat this? Are school employees in a position to help students feel more powerful? Are students in a position to share power with the adults in their lives?

(See Network Session #3 in the Curriculum Manual for Week #10, Session #14.)

WEEK #11
SESSION #15

SCHOOL STAFF

The facilitators should review group members' feelings about the third network session, how the buddy system seems to be working, and how the task group meeting worked out.

The material in this session can be followed without modification for the school group, except for conflict situation C-3 (section III), if that exercise is used. The facilitators should describe a situation that is more appropriate for the staff group.

For those school staff members who are attending the weekend retreat, some time should be left to finalize transportation, to go over the materials to be presented, and to discuss the issue of having both adults and students at the same retreat. The facilitators should point out that because the students had their first retreat alone, they may have certain expectations for the second one which then don't materialize. Having all members of the network there will definitely change the dynamics. In addition, due to the subject matter of this retreat, there will probably be anxieties not present at the first retreat, especially with adults and youth discussing issues of sexuality together.

During the retreat, the facilitators should encourage the school staff members who attend to discuss how they are feeling about the retreat. As mentioned in the retreat materials, if adult-student groups are not working well, the facilitators should consider breaking them up into two separate peer groups.

(See Weekend Retreat #2 in the Curriculum Manual for Week #11, Session #16.)

WEEK #12
SESSION #17

SCHOOL STAFF

This session focuses on career development; therefore, the activities serve a function different for the adult group from that for the student trainees, who have not yet begun working full-time. For the students, the activities should serve to stimulate their thinking about their choices and interests; for the school staff group, the activities should increase their awareness of what options youth may or may not have in their local community, and should help them to be available to support and provide information to the students.

The facilitators should explain to the school staff that each student has been assigned to interview one adult member of the network about his/her career.

(Sessions #18 and #19 are for curriculum review by students. Session #20 is a network meeting; it is up to the group members to decide whether they want to review the entire curriculum rather than participate in a wrap-up.)

CURRICULUM ADAPTATIONS FOR COMMUNITY MEMBERS
TRAINING GROUP

WEEK #1
SESSION #1

COMMUNITY MEMBERS

For the community members, this introductory session is most important, because individuals are less apt to know each other than the students and school staff are. In addition, the fact that members are outside the school in a less structured situation and away from the daily routine of the school could make this meeting more difficult for all involved. Since the community member group will probably not see each other between training sessions, at least not until they get to know each other better, it is essential to establish a sense of purpose at this meeting and to help participants get acquainted with each other.

Meeting in one person's home and serving refreshments increase the informality of the group and reduce the sense that the facilitators are "running" everything. The facilitators should prepare some introduction to the program to leave with people; give phone numbers and addresses where they may be reached; and take attendance. During the next week, they should make a point to call all persons who attended the meeting to remind them of the time and place of Session #2 and to see if they have any questions. It might be helpful to copy the attendance list, with phone numbers and addresses, and mail these to each member before the next meeting.

If the student and school staff groups have already met, the facilitators should share what went on at those meetings with the community group. Each individual should have an overview of the curriculum training format and rationale, so they know what to expect at future sessions. It is also important to establish at this first meeting that this is a program in which all members can give feedback, and can evaluate and give ongoing direction to the training.

As with the school staff group, the community group should discuss how they can best operate within the community, and especially how they can overcome any sense of isolation which can occur as a group separate from the school.

The facilitators should distribute the handouts, but should use the pre-evaluation as a take-off point for a group discussion, rather than as an evaluation tool, to avoid threatening members who might feel they are being tested or measured.

WEEK #2
SESSION #2

COMMUNITY MEMBERS

As with the school staff, the community members should be aware of all of the materials presented to the students, even though they don't do all of the activities themselves. The sessions can be readily shortened to two hours, if desired, by deleting certain exercises.

The table-top exercise can be eliminated as an icebreaker in this session.

The ground rules of the other two groups could be shared with the community members to give them an idea of possible guidelines for their own group. There is no reason why the three groups can't have the same ground rules, but, of course, each group should decide for itself.

The community members might be less enthusiastic than the students about doing "humanistic" exercises such as the Trust Walk. They are apt to be more self-conscious. The facilitators should be very sensitive to this and not push certain activities on the group, if people seem uncomfortable. The goal is to have participants establish a trust and sharing with each other that facilitates a sense of shared purpose in the network, but there is no need for everyone to be comfortable with all the activities. Having the right to pass as a ground rule is an excellent limit. Some community members, for instance, might not want to participate in role plays, but will gain just as much by observing and giving feedback to those who did the role play. No one should feel left out of the group because they do not participate in everything.

The discussion on androgyny can be briefly presented as part of the student curriculum. The BSRI, if available, can be filled out and scored at another time, if time is a factor.

As with the school staff group, beginning the sessions promptly is important. During a refreshment break participants can do invaluable mingling, but the facilitators should stress that the structure of the curriculum is important in order to cover all of the topics.

It is helpful to leave five minutes at the end of each session for verbal feedback on the session. The less paperwork, the better, for the community group. Once this routine is established, individuals are more apt to contribute comments on a regular basis.

(See Network Session #1 in the Curriculum Manual for Week #3, Session #3.)

WEEK #3
SESSION #4

COMMUNITY MEMBERS

Now that the community members have met with the two school training groups, they should have a much greater sense of the idea of a network. They should also feel more a part of a group which is essentially centered on the school. The network should experiment with meeting in people's homes, meeting at the school for joint meetings, and meeting at some available church or community space. Some people might feel more connected to the network by meeting in the school library, for instance, while others would relax and relate more easily in a home.

The facilitators should allow time for group discussion of how the first network meeting felt to participants, and how they felt in their smaller task groups.

This session begins helping-skills training. It is important for the community members to know why the curriculum includes helping-skills training, and how this fits in with the entire program. It is beneficial to all three groups, whether or not a peer advising program is initiated in the school. But the practice of skills can be shortened for the community group, as time dictates. It is most important for the participants to understand the terms, the overall goals of a helping relationship, and the basic steps in the helping relationship which the curriculum addresses. There is no one best way to help another person, no one theory, no certain techniques that will "work" to help another person solve a problem. This curriculum stresses some broad, humanistic qualities which enhance a sharing relationship, and it also presents some basic characteristics of an effective helper. The skills that are taught are useful in any interpersonal relationship; if they are practiced and refined, a person should become a better listener, be more aware of his/her own feelings and values and the feelings and values of others, and be more effective in solving everyday problems.

Define the term "reflective listening" (see Glossary) for the trainees.

Go over briefly with the group what the weekend retreat with the students will cover, and get feedback from participants. It is useful to schedule the community and school staff training sessions on a day of the week before the student trainees meet, so that the adults are aware of the curriculum materials which will be presented to the student group.

The community members do not need to keep a health log, but should be aware of the questions given to the students.

WEEK #4
SESSION #5

COMMUNITY MEMBERS

The community members should fill out the "Attitude Survey" and discuss people's responses. This is a good discussion starter and helps participants to become more aware of their own attitudes toward sex roles. This can be a threatening topic, especially if the group members feel that the facilitators have any investment in changing people's attitudes.

At all times during training, the facilitators should encourage the acceptance of other persons' values. For example, homemakers in the group may feel defensive about their roles if they feel that other people think that working outside the home is a more important role than maintaining a home and rearing a family. It should be stressed that part of the purpose of the curriculum is to have youths become more aware of options in their lives, and to be able to choose what they want to do, rather than to feel pressured or forced into certain roles or lifestyles. The program is not designed to revolutionize rural communities and schools.

It is useful for community members to do the helping-skills exercises and to practice listening more effectively and attending to another person's feelings.

Be sure to finalize plans for a community member and school staff informal get-together at about the same time that the students have their retreat.

(Session #6 is the weekend retreat for students.)

WEEK #5
SESSION #7

COMMUNITY MEMBERS

Depending upon what the network has decided, the community members may participate in a drug workshop jointly with the students and school staff or may attend a workshop just with the school staff. There are advantages to having two workshops, one for students and one for adults, but there are also advantages to having a joint workshop and a joint follow-up session. Whichever way these sessions are handled, the community members may be even more sensitive to the topic than the school staff are. Confidentiality and trust are essential.

It is a rewarding experience for youth to hear firsthand about adult experiences and feelings around drug use (including alcohol), and for the adults and youth to exchange their values. Some adults who use alcohol routinely and socially may be very upset that their children or other adolescents are using marijuana. Youth in our groups often said, "Our parents don't mind if we drink, but they think pot is awful!"

During the follow-up session, the facilitators can help participants to examine their attitudes and values about drug use, and to ease any conflicts that undoubtedly will arise in the total group. Those people who do not use any drugs, including nicotine and caffeine, will be coming from a perspective different from that of those who use drugs on a regular basis.

Discuss the possibility of the network sponsoring a community forum on drug use open to the public. Remember that one of the purposes of the program is to provide the trainees, both students and adults, with accurate and unbiased information about a number of topics of concern to adolescents. After completing the training program, the community members undoubtedly will be looked upon as resource persons in the community, and one of their functions as part of the network will be to impart new and accurate information to the larger community.

WEEK #6
SESSION #8

COMMUNITY MEMBERS

The same issues that are stressed for the school staff group can be stressed for the community group in this session--filling out the "Interpersonal Relationship Scale," presenting an overview of the helping relationship, and going over the different levels of expression of feeling. The community members do not need to spend a great deal of time practicing these listening skills.

At this point the facilitators should ask each participant to fill out a brief sketch of his/her interests and hobbies, skills, and occupation. One of the ways to increase communication and sharing between the groups is for individuals to share their own personal resources. Perhaps a student would like to spend some time learning carpentry skills, and a community member is doing some house renovation and could use some help. A student might do some babysitting during an evening community group training session in exchange for a cooking lesson. The possibilities are endless. The facilitators should encourage the group members to think of all their skills. If there isn't enough time during this session, participants can bring the list to the next training session. The facilitators should compile a master list from all three groups, and then distribute this to the entire network.

(See Network Session #2 in the Curriculum Manual for Week #6, Session #9

WEEK #7
SESSION #10

COMMUNITY MEMBERS

As with the school staff group, the facilitators should concentrate on the films and a discussion of sex-role expectations during this session. It is helpful to focus on the expectations that individuals felt while they were growing up, how they feel now in their roles, and what expectations they might have of their children, if they have any, or of the youth in the program.

It is important to review the second network meeting and discuss the group's feelings about their role in the network, how they think the task groups are going, and how they feel about being paired up with a youth as part of the buddy system. Allow plenty of time for everyone to be heard. It is useful to begin to talk about what role the adults feel they should play in the network with the students who are their buddies. The listening skills can be presented, but again, the community members do not need to spend a lot of time practicing responding to feelings.

The facilitators should remind group members who have not done so to bring in the list of their skills and interests to share with the rest of the network.

WEEK #8
SESSION #11

COMMUNITY MEMBERS

The facilitators can delete the role expectations exercise if there was sufficient discussion after the films of the week before. The presentation of new material can be rather brief, but be sure to ask group members if they have questions about it. It should be pointed out that this is the last session of formal helping-skills training, so individuals should have a clear idea at the end of this session of the basic steps in a helping relationship as they have been presented in the curriculum.

Leave enough time to talk about the role of a support person in the network and to role play one or two situations in which a community member is supervising/supporting a student member. This is relevant if the network has decided to institute a peer advising program in the school, but even if this is not the case, the community members can be available to the students when they would like an adult perspective on situations or need support for whatever new roles in the school they take on.

See school staff Session #11 for points about supervision.

The community group members should be encouraged to attend several school board meetings, if they do not regularly do so. The more aware they are of school policies and the political climate in their town, the more comfortable they should feel in approaching the administration and parents with new ideas and plans for change.

WEEK #9
SESSION #12

COMMUNITY MEMBERS

Same as school staff Session #12.

WEEK #10
SESSION #13

COMMUNITY MEMBERS

The group should define power, go through the questions on exploring power, and focus on how individual members feel powerful or powerless in their own lives (as parents, spouses, employees, males or females; and as members of this network).

The power continuum exercise can be deleted. Do as many role plays as there is time for, discussing the difference between role power and personal power. Do parents have power in our society? Has the school taken over the parental role? Which is more powerful in their children's lives--their role, or the role of friends, the school, or teachers? The group should focus on a couple of these issues that are important to them, rather than superficially discussing many of the questions.

The facilitators can mention the idea of supplementing the training activities with outside workshops and/or speakers on such topics as parenting, adolescent development, assertiveness training, child abuse, and single-parent families. By this time, participants may have special topics that have arisen during training that they would like to explore further. At some point during training the facilitators should make up a list of community area resources in mental and physical health and education. Facilitators should then distribute the list to all network members so that people can draw upon the resources as needed.

(See Network Session #3 in the Curriculum Manual for Week #10, Session #14.)

WEEK #11
SESSION #15

COMMUNITY MEMBERS

Title IX and its implications for schools can be a threatening and difficult issue. After the network session the community group should discuss how they feel about the information presented; the impact Title IX has already had on the school and community, if any; and the approaches the network might take to present this information to the rest of the community.

The conflict exercises can be left out for the community members, if there is not enough time during this session, but they may be useful to try in another setting. Again, remember to present the material the students are receiving, if the adult groups do not go through the activities themselves.

This could be a long session, with preparation for the weekend retreat and a discussion of the materials planned for presentation. As with all sessions, there should be an agenda so that participants know what to expect, and the facilitators should decide with the group members at the beginning of the session how long they are going to spend on each topic.

See the school staff Session #15 for further points on the retreat.

(See Weekend Retreat #2 in the Curriculum Manual for Week #11, Session #16.)

WEEK #12
SESSION #17

COMMUNITY MEMBERS

Since this session focuses on career development for the students, it should also serve to enlighten the community members about the options that youths today may or may not have in their community. One of the issues that seems important in a rural community is whether the youths leave the community when they finish school or whether they settle down and stay there. Their decision to leave or stay may well be based on employment opportunities. One way in which community members can help the students in this program (and also other youths in the community) is to show them what exactly is available locally in the way of careers. Community members can bring students to their jobs; ask friends to go to the school and speak about their work; ask their employers if a few students could "shadow" (i.e., spend a day or a half-day following an employee around as he/she performs his/her tasks at work); talk informally to the students about what they like or dislike about their work; and share what skills and/or education are necessary for their kind of work.

This session also stresses that a career does not need to remain the same throughout a person's life. If anyone in the network has changed careers after several years, or in midlife, or if anyone knows of anyone in the community who has done this, sharing the difficulties and rewards with the students would be especially enlightening. Examples might include housewives who have gone to work after being home with children for several years (the ups and downs of balancing two careers) or fathers who have taken over more child-care responsibilities when their wives have gone back to work.

The first two exercises in this session are more appropriate for the students than the adults.

The facilitators can give the brief lecture on career development and hand out the "Work Force Worksheet" to members. Alert the group that each student has been assigned to interview one of the adult members of the network about the adult's career before the next session.

The film for community members should be chosen from the Suggested Resources list, for use with teachers and parents. The sex-role stereotyping exercise is relevant for this group and should elicit a lively discussion. Again, this is a lengthy session, but the facilitators can choose ahead of time those activities which seem most interesting to the group.

(Sessions #18 and #19 are for curriculum review by students. Session #20 is a network meeting; it is up to the group members to decide whether they want to review the entire curriculum rather than participate in a wrap-up.)

GLOSSARY *

Advocacy: speaking, writing, or acting in support of something or someone.

Affect: an emotion, feeling, or mood as a factor in behavior.

Aggressiveness: to stand up for one's rights by violating another person's rights.

Androgyny: a blending of "male" and "female" characteristics, values, or attitudes which occur naturally in one's personality, whether male or female.

Assertiveness: to stand up for one's rights without violating another person's rights.

Attitude: a collection of broad beliefs or opinions, organized around a particular subject or topic, that have been gained through experience.

Body language: messages sent or feelings expressed through gestures, posture, facial expressions, or other nonverbal actions.

Brainstorming: the unrestrained offering of the ideas or suggestions of all members of a group meeting, without criticism.

Catalyst: an agent causing or facilitating change.

Centering: a basic relaxation technique in which one concentrates on one's thoughts, feelings, and body in an attempt to clear oneself of outside noise and activity.

Cognitive: having to do with knowing, as opposed to feeling.

Consensus: general agreement; the collective opinion of a group.

Consensus decision making: the process of arriving at a solution to a problem in which all members of a group come to a general agreement, as distinguished from majority rule.

Continuum: in an exercise in which individuals are to place themselves on a continuum, the continuum is an imaginary line drawn across the floor, with people placing themselves at points along it in relation to each other.

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*The terms in this glossary are defined as they relate to the training program.

Decision making: the process of arriving at a solution to a problem, usually reached through discussion, evaluation of issues, and voting.

Dyad: two people pairing up for an exercise.

Educational equity: equal opportunity for both female and male students in all phases of their school education, without regard to gender.

Empathy: understanding, accepting, and relating to another person's feelings; the ability to share in another's feelings.

Facilitator: a person whose job it is to assist others and to make their learning easier. In this program the facilitator is the person(s) responsible for leading the training program groups in the network.

Fishbowl: a group exercise in which one small group of people sit in a circle, and another group of people sit around them in another circle. The inside circle discusses a topic while the outside circle listens without interruption. Usually, after an appropriate time, the two circles change places.

Gender: one's sex, either male or female.

Goal: an aim; an end toward which effort is directed.

HHS: the federal agency, Department of Health and Human Services.

Issue: an unresolved point, matter, or question to be decided or acted upon.

Macho: an attitude, generally attributed to males, which portrays an exaggerated physical strength and general "toughness."

Model: when someone models a role play, he/she demonstrates a method or technique worthy of being imitated.

Negotiate: to confer, bargain, or discuss matters with another person so as to arrive at an agreement.

Network: the combined group of high school students, school staff, and community members who are working to improve opportunities for the youth in their community.

Networking: the process by which the network functions--combined training meetings, social and recreational functions, publicity, mutual support, supervision, etc.

Non-sexist: an attitude which views males and females as individuals, and not as members of one sex or another with limited roles.

Non-traditional career: a career that contradicts long-held community values and practices about what jobs are appropriate for females and males.

Nonverbal message: an expression of feelings without speaking; e.g., through posture, facial expression, or gestures.

Paraphrase: to repeat what someone has said, but in your own words.

Peer: a person of the same rank, value, quality, ability, age, etc.; e.g., students, employees.

Peer advising: a program in which people in a similar sociological group (e.g., teenagers) support and help each other, the rationale being that since they have much in common, they have an understanding and rapport with each other already.

Process: to process a discussion or meeting is to talk about how people were feeling and reacting to what was going on; to try to identify any feelings or reactions that participants might not realize they were having.

Purpose: an intention; something one intends to do, achieve, or accomplish.

Recorder: a person who is responsible for taking notes during a group discussion and presenting the conclusions of the individuals and the recorder's own observations on how the group reached these conclusions.

Reflective listening: a listening skill in which the helper repeats the speaker's ideas, feelings, or statements in the same or similar words, or new words--in fact, "reflects" back to the speaker what he/she has said.

Role model: a person to be imitated or copied because of her/his perceived worth or excellence.

Sex bias: a prejudice about a person based on the fact that he/she is male or female, and for no other reason.

Sex discrimination: the denial of opportunity, privilege, role, or reward on the basis of sex.

Sex role: a function that an individual accepts based on his/her experiences about what a male or female is "supposed" to be or do.

Sex-role stereotype: an assumption that males have in common certain abilities, interests, values, and roles; and that females have in common other abilities, interests, values, and roles. It ignores individual differences.

Sexism: any arbitrary stereotyping of males and females on the basis of their sex.

Strategy: a specific plan or activity designed to implement or contribute toward the accomplishment of goals and objectives.

Survey: an examination, inventory, or canvassing of a selected group in an attempt to discover its views on an issue.

Sympathy: the ability to enter into another person's feelings, emotions, etc., especially pity or compassion.

Title IX: a federal law passed in 1972 which prohibits discrimination on the basis of sex in all schools which receive federal money.

Title IX Coordinator: the man or woman in a school district who is responsible for seeing that the schools within that district follow the federal regulations of Title IX. He/she is also the person to whom an individual would go with a complaint about abuse of Title IX.

Triad: a group of three people in an exercise.

Undercurrents: emotions the speaker may be experiencing that he/she has not actually identified; feelings still rumbling around in the speaker beneath the surface that have not yet been labeled or even discovered.

Value: the personal, relative worth attributed to something or someone that is expressed by words, symbols, or behavior, and that influences how we relate to people, places, things, and events in our lives.

NOTES ON GROUP PROCESS FACILITATION

Practical reminders:

1. Set meeting time and place well in advance.
2. Provide participants with a planned agenda.
3. Start meeting by formalizing agenda through brainstorming/prioritizing.

The group facilitation process is complex and demanding because a "good" facilitator deals with how people feel, as well as with their behaviors (what they do and don't do).

Groups are essentially a means of educating group members and modifying individual/group behavior(s). Therefore, some behavioral guidelines are essential. Some examples follow:

1. The group facilitator has two primary responsibilities: he/she protects the sense of belonging of every member, and he/she insures that everyone is being heard if that seems to be getting lost.
2. Be aware of your own feelings, thoughts, and behaviors.
3. Everyone in the group belongs here, just because he/she is here, and for no other reason.
4. Try to be as honest as possible--to express yourself as you really are and really feel (as much as you can).
5. If you know things are a certain way, do not pretend they are not that way.
6. For each person, what is true is determined by himself/herself, by what he/she feels and finds making sense, and by how he/she lives inside the self.
7. What is said within the group is confidential. No one will repeat anything outside the group, unless it concerns only him/herself. This applies not just to obviously private things, but to everything.
8. Decisions made by the group require that everyone take part in some way (consensus).
9. Listen actively to everyone.

10. Keep your attention on the here and now.

11. Whenever possible, make statements rather than ask questions (preferably "I" statements).

12. Accept responsibility for your own learning, and collaborate with others in theirs.

RAP GROUPS

As mentioned in the Facilitator's Guide, this program is enhanced by supplemental activities in addition to those activities presented in the Curriculum Manual. One of these is rap groups, led by the student assistant facilitators, or by student trainees who have completed the program. Rap groups can be run as after-school drop-in groups or, as we found very successful, as summer post-training groups for the student trainees who will be functioning in their new roles in the school in the fall.

Once a week is frequent; biweekly might be more efficient. The topic for each rap group can be any adolescent concern that the leaders feel comfortable facilitating. Numerous issues in the curriculum would be easily modified to fit into this format (dating, sexuality, teenage pregnancy, parent-youth relationships, alcoholism in the family, job interviews, peer pressure, etc.). The groups should be adapted to the time (school or vacation), the student focus (seventh graders or open to the entire high school), the size of the group, and the length of the rap session.

Because the groups are facilitated by students, there is a great deal of rapport, role modeling, growth of the facilitators, honesty, and learning apt to occur. The student facilitators should take advantage of their adult support persons if they need help, whether in the form of information or encouragement if they run into a difficult situation. Holding supervisory meetings after each rap group is a good idea.

SAMPLE TAKE-HOME EXAM FOR FINAL EVALUATION

1. Describe the helping process, from being approached by someone with a problem, to the satisfactory conclusion of the situation.

2. Talk about the things the group did during training that helped you to become more aware of how it felt to be a female or a male. How have you become more aware of sex-role stereotyping? Of sex discrimination? In what way have your attitudes about sex roles changed during this semester? In what ways are you more aware of what it means to be a member of the opposite sex?

3. Describe what Title IX says. How would you file a complaint about sex discrimination in your school?

4. What is community networking?

5. What is educational equity?

6. Name six community resources you could use if you needed help or support as a teenager.

7. What does androgyny mean?

8. How can this training program help teenagers in your community?

9. What have you learned from the adult members of the network?

SAMPLE TRAINEE EVALUATION METHODS

1. The facilitators give the trainee feedback on the take-home exam.

2. The facilitators give the trainee feedback on his/her participation during the training session.

3. The facilitators give the trainee feedback on his/her journal, which should be turned in after Session #17.

4. Ask the trainee to do a five- to ten-minute role play, illustrating the helping skills learned during the semester. The facilitator should create the situation, and either the facilitator or the trainee's "buddy" can role play the person being helped. After the role play, ask the student how he/she felt about it, and give him/her very specific feedback about how he/she utilized the different skills taught during the program.

5. What strengths and weaknesses have the trainees brought to the program, and how have they grown? This should be a self-evaluation also.

6. Ask specific questions from the review sessions.

SUPPORT PERSON--PEER ADVISOR CONTACT SHEET

Peer Advisor: ____________________ Support Person: ________________________

DATE	DURATION	REMARKS

NOTE: If there is a peer advisor program, the supervisors should also keep a contact sheet.

PEER ADVISING CONTACT SHEET

Advisee #: ____ Sex: _____ Grade: _____ Referral Source: ______________________________

DATE	TIME	DURATION	PLACE	REMARKS

NOTE: If a peer advising project is instituted after the training, the peer advisors should keep records of all contacts they have made with students. They can show these to their buddies, or keep them in the guidance office.